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This is a guide to 114 documents on differentiated staffing which were abstracted for RESEARCH IN EDUCATION (RIE) from 1966-68. Part one presents summaries of the RIE abstracts according to subject area classifications, which include teacher-administrator relationships; the effect of programed instruction and educational media on the teacher role; the roles of the public school teacher, part-time teacher, supervisor, assistant principal, reading consultant, specialist, research-oriented teacher, and paraprofessionals; staff utilization; team teaching; curriculum organization; and innovation. RIE abstracts for the documents are reproduced in part two as the annotated bibliography. (LP)

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PREPARING SCHOOL PERSONNEL FOR DIFFERENTIATED STAFFING PATTERNS

A GUIDE TO SELECTED DOCUMENTS IN THE ERIC COLLECTION, 1966-1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Compiled by Marlene Ross for the
ERIC Clearinghouse on Teacher Education
1156 Fifteenth Street, N.W.
Washington, D.C. 20005

Sponsors:
American Association of Colleges for Teacher Education; National Commission on Teacher Education and Professional Standards, National Education Association; and Association for Student Teaching, a department of NEA

May 1969

PREFACE

The Advisory and Policy Council of the ERIC Clearinghouse on Teacher Education has identified a number of areas of priority concern in teacher education. Among these priorities is the manner in which school personnel can be prepared and organized to provide the best services possible. This topic includes role differentiated staffing and organizational patterns.

The ERIC abstract journal, Research in Education, has been published monthly since November 1966. However, the first contribution of abstracts made by the Clearinghouse on Teacher Education did not appear until the January 1969 issue. The substantial time difference between the inception of Research in Education and of our Clearinghouse indicated a need to determine the state of relevant information available at the time of our entry in the ERIC family of clearinghouses.

This guide is one result of our efforts to learn the nature and amount of information related to teacher education available to users in Research in Education through the December 1968 issue. A comprehensive search through all issues of Research in Education yielded 114 abstracts related to role differentiation and organizational patterns. These abstracts were classified according to the list on page 4, and a brief summary of the abstracts in each category was produced.

The resulting guide to selected documents in the ERIC collection is offered as a useful historical tool. The Clearinghouse staff urges readers of this guide to bring their searches up to date by using current issues of our Clearinghouse's publications as well as the January 1969 and later issues of Research in Education.

Joel L. Burdin, Director

ABOUT ERIC

The Educational Resources Information Center (ERIC) clearinghouses form a nation-wide information system established by the U.S. Office of Education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published or unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the nineteen clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

Teacher Education and ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--The National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association; The American Association of Colleges for Teacher Education (AACTE), which serves as fiscal agent; and The Association for Student Teaching (AST), a department of NEA. It is located at 1156 Fifteenth Street, N.W., Washington, D.C. 20005.

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personnel and professional development, and teacher placement as well as the profession of teaching. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

HOW TO USE THIS GUIDE

This guide contains abstracts of documents selected on the basis of relevance to role differentiated staffing and organization patterns. The abstracts appear in order by document number in Part II, beginning on page 15. Each abstract is preceded by bibliographic information and an availability notation. The key to the guide is Part I, which presents summaries of the abstracts in each of the 15 categories of the Classification, page 4. The Classification gives the page on which a summary of abstracts on each topic begins. After reading the summary, the searcher may turn to the abstracts in Part II identified in the summary by document number.

The reader wishing to obtain documents abstracted in this guide will find that each abstract is preceded by an availability notation. Abstracts of documents available through ERIC bear the notation, "Price:" followed by the form, "MF $0.00 HC $0.00." The amount following "MF" is the price for a copy of the entire document in microfiche, a form requiring special reading equipment. The amount following "HC" is the price for a "hard" or paper copy of the document. Hard copy amounts reflect the new EDRS prices in effect after January 1969. Orders for documents available through ERIC must be mailed to:

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PART I

SUMMARIES

Role of the Public School Teacher

Included herein is a series of studies pertaining to role theory, the role of the public school teacher and the relationships between teacher role and the problems of teacher recruitment. Volume I reports on the orientation, methods and materials used for the study including instruments designed to investigate the content areas and cognitions constituting the role of the public school teacher (ED 001408). Volume II dealing with the general characteristics of the school teacher's role, presents many teacher stereotypes dominated by concern for teacher-pupil relationships (ED 001836). Studies on the role of the public school teacher suggest that beliefs rather than values keep non-education students from considering a teaching career and that training programs should counter idealistic concepts of the teacher role (ED 001914). Bibliographies on role terms, role conflict and the role of the teacher consolidate previous research in the role area (ED 001827). Bibliographies on role methodology and propositions focus on the previous use of role methodology and propositional structure in role theory (ED 001361).

One paper presents abstracts of 14 research reports pertaining to effective use of teacher time in the elementary school (ED 017051). One analysis of the use of teacher time recommends the use of aides and assistants, centralized use of pupil accounting systems and reassessment of policies governing use of teacher time (ED 011015).

One report discusses the preservice and inservice training and the special skills needed by the teacher in a depressed area (ED 002530).

Programed Instruction and Educational Media: Their Effect on the Teacher's Role

A conceptual model of the teaching-learning process using computer analysis of the interaction of the variables foresees the teacher's role as that of tutor and consultant on learning activities. Instructional decisions will be made by the teacher from two computer files (ED 014226).

In one study on the role of the teacher when programed materials are used it was suggested that teachers must program their own behavior as carefully as the instructional material in order to be able to augment the material (ED 015169). This study also plans to develop a decision flow chart of useful techniques to help teachers select materials and methods for different children.

It was found that programed instruction can be used in at least five different types of classroom environments without significantly altering student achievement or attitude and each condition was more suitable for some students and some teachers than others (ED 019009).

A report on the use of television for instructional purposes discusses the use of television as well as those processes which must be reserved for the teacher. It was found that time and effort of teachers can be used in more meaningful ways and fewer teachers needed to be employed despite increased enrollment (ED 001373).

A report on educational media discusses, among other things, teacher and specialist preparation for use of media and suggestions for research on the learning effectiveness with media (ED 015646).

Part-Time Teachers

A pilot study used a pair of certified teachers, available for part-time work, to share one full-time position and found that their teaching performance exceeded that of a full-time teacher (ED 012255).

Role of the Supervisor

One study found that the supervisor's verbal behavior patterns may affect the teacher's behavior in terms of direct or indirect responses to classroom situations (ED 011524).

Teacher-Administrator Relationships

One study of interaction during faculty meetings found that teachers tend to be supportive regardless of direct or indirect principal behavior although teacher participation was twice as high in indirect climates (ED 011139).

A study on working relationships concluded that principals and teachers do not use a common frame of reference for viewing their relationships to each other, the decision-making process, or the school climate (ED 011085).

One paper suggests two separate structures for teacher participation: 1) working conditions and salary and 2) educational program development (ED 011937).

Role of the Assistant Principal

Principals of large high schools were interviewed to determine duties, responsibilities, and relationships of an assistant who would be responsible for developing occupationally oriented programs for employment-bound youth (ED 011545).

Use of Reading Consultants

One town trained former teachers and other well-qualified individuals to be reading teachers working under a reading coordinator (ED 013728).

One study comparing two uses of the reading consultant--giving help as requested and meeting with groups of teachers one-half day twice a month--found no significant difference in children's test scores but improved teacher attitude with the latter method (ED 010974).

Use of Specialists

One study analyzes and compares the functional deployment of specialists by local school districts in 174 districts in one state (ED 013134).

One report discusses the role of the foreign language specialist in the community and as a help to the beginning teacher (ED 014251). A study found that elementary teachers, with the aid of a new program and media, can guide FLES students to adequate reading and comprehension levels but cannot train students adequately to respond in conversational settings (ED 014921).

A report evaluating the objectives and training program designed to provide child behavior consultants for schools includes discussions of the functions of and roles played by such consultants (ED 019702). One paper discusses the various roles that could be played by a psychiatrist in the schools (ED 012495).

In a study on the functions and roles of visiting teachers it was found that school personnel did not understand the role of the visiting teacher nor did they agree on what the functions should be (ED 018841).

An article on teaching the disadvantaged describes the duties of members of the school's supportive staff (ED 020990).

Research in the Public Schools

One study sought to determine the requirements for the position of research director in public school systems in the fifty states, the distinguishing characteristics of the research director's position, and the nature of his job (ED 015551). Another study yields information about the administrative structure, staffing, and duties of research units in the public schools (ED 013230).

Interviews with selected elementary, junior high, senior high, and administrative personnel from ten large school systems found that members of all groups considered themselves unsuited in a number of ways for research-related roles in the schools (ED 011251).

Paraprofessionals--Use and Training of Aides

Three papers discuss the rationale for the use of nonprofessionals in the human services (ED 017548, ED 013234, and ED 013165). The three major reasons given are: 1) the acute shortage of professionals; 2) providing employment opportunities for those having the greatest job problems, namely the poor; 3) improved communication between the professional and his "client."

Six reports present overviews of recruitment processes, qualifications, training, duties and pay of aides as used in various programs across the country (ED 012264, ED 012700, ED 013241, ED 001451, ED 015171, and ED 018872. Basic findings include the following:

1) responsibilities of aides vary with the school's needs;
2) preservice and inservice training are necessary;
3) training should include teachers and administrators;
4) role definitions must be clearly stated;
5) aides should be offered opportunities for upward mobility;
6) aides are used primarily in the elementary schools.

One concern expressed is whether many low-paid aides are being hired in situations where higher-paid professionals would be more effective. One paper lists needed research and follow-up studies needed in this area (ED 015171).

Reports of individual programs using aides in the schools support the above findings and claim that aide programs are effective in accomplishing their goals (ED 013237, ED 014455, ED 015149, ED 020432 and ED 020837).

Several reports deal with specific training programs. The Women's Talent Corps recruits and trains low-income women to serve as preprofessional assistants in a two-year curriculum including formal classes and field experience (ED 012873, ED 012869, and ED 012870). A one-year institute for the continuing education of subprofessionals has been established at Georgetown University (ED 014641). A two-year program to train teacher aides has been established at Rio Hondo Junior College in California (ED 016452). Another training program described combines field work with small group instruction (ED 020462). One article details the institutional changes required for adequate training as well as principles of training (ED 014642).

A three-year project seeks to evaluate the effectiveness of teacher aides as used in four states' rural improvement projects (ED 020035).

Two special uses and training programs are described: one for a migrant education program (ED 020848); one for program aides to work in nutrition programs with low-income families (ED 020994).

Paraprofessionals--Use of Aides in Specific Curricular Areas

Two reports on the use of native speakers as aides in foreign language programs describe the various roles played by these aides to the advantage of the students and the teachers (ED 012567 and ED 013037). In a program to educate migrant children, bilingual teacher aides and college-student teacher assistants were used (ED 020831).

Two studies on the use of subprofessionals as counselors describe the training program and subsequent duties of these assistants (ED 012940 and ED 012946). In one case, counselor assistants were used in secondary schools (ED 012940); in the other, they were staff members of residence halls (ED 012946).

One report is the result of an institute focusing on the utilization of supportive personnel in school speech and hearing programs (ED 020609).

A survey of two English programs using lay readers at the secondary level found the programs to be effective in enriching the curriculum for superior students with whom it was used (ED 015178).

A report on an institute in music for teacher aides recommends the scheduling of similar institutes in art, drama and recreation (ED 015363).

To develop better classroom communication and a more intensive learning situation for disadvantaged adult students, a workshop was run to train aides for adult education. A subsequent evaluation found that with aides more individual help was given and teachers could more effectively handle larger classes (ED 014664). Another paper describes a six-month training program for indigenous people to serve as adult educational aides (ED 012432).

Low-income individuals trained as school-community workers were found to be a great help to children and parents with whom they worked (ED 013235).

Paraprofessionals--Preservice Students as Teaching Aides

One experiment used a faculty member and a student teacher to jointly share the teaching of two beginning German courses (ED 013549)

Elementary education majors served as teacher aides as an introduction to the teaching program while simultaneously taking four methods courses (ED 019200).

Paraprofessionals--Preschool Activities

A survey of the need for preschool teacher training found that there was a real need for training at the professional and paraprofessional level and recommends that a training program be started at a local state college (ED 017735).

Several articles deal with the training and responsibilities of aides for the preschool. One program is quite broad and trains workers for child care in various types of situations (ED 013289). Two reports have used an actual student teaching experience (ED 013122 and ED 013605) and one (ED 013122) found that experience with the children and related discussion had greater long-term effectiveness than other methods of instruction. One report of a Head Start program discusses the roles of teachers and teacher aides and the opportunities for staff self-evaluation and self-improvement as well as the role of volunteers (ED 020802).

Three reports focus on training programs for parents (ED 001563, ED 017334 and ED 017335). One reports that such a program can have a marked effect upon mothers from disadvantaged backgrounds (ED 017334). The mother was the only teacher the child had in one preschool program and children so instructed made significant gains in intelligence level and in linguistic functioning (ED 017335).

In general, all reports indicate the effectiveness of aides and recommend opportunities for additional training and inservice education.

Paraprofessionals--Tutors

This report on a tutor orientation symposium discusses tutoring, information regarding schools and characteristics of the underprivileged (ED 002536).

Staff Utilization (General)

Included are an annotated bibliography related to new patterns of staff utilization (ED 012506), a proposed organizational model for a school (ED 016397), a checklist of jobs and responsibilities for personnel in a complete instructional program (ED 015664) and a report on a symposium on educational manpower which recommended that priority in research should go to studies of role definition and auxiliary staff, to recruitment and career choice and to study of the teacher reserve (ED 013778).

A report of innovative programs in western New York includes new programs in teacher utilization (ED 021020).

One paper presenting a rationale for role differentiation details teacher needs and proposes a pay-scale ratio (ED 012704).

Team Teaching

General purposes of team teaching are:

1) to increase efficiency of student learning through a variety of methods of grouping;
2) to spread teacher competence to as many children as possible;
3) to facilitate research and development activities;
4) to help the child develop a sense of independence and self-reliance;
5) to use large and small groups;
6) to use heterogeneous and homogeneous groupings;
7) to improve classroom climate;
8) to plan jointly to allow for greater sharing of ideas in presentation as well as in selection;
9) to allow for individualization of instruction.

Three evaluative studies (ED 002568, ED 002569, and ED 002572) found the following results:

1) Measured proficiency of team teaching groups was generally better than control groups.
2) There were significant differences in classroom interaction in favor of team organizations.
3) Students and teachers were enthusiastic.
4) There was a more varied and stimulating program.
5) Facilities were used more effectively.

However, while one study (ED 002568) found that discipline problems were minimized, another study (ED 002569) found no difference in discipline infractions, in the social structure within team classes, in absenteeism, or in teacher awareness of student characteristics.

One study (ED 002568) concludes that the individual structure of each team had little bearing on eventual results. This finding is supported by an article discussing the various forms of team teaching (ED 002200), a survey of team teaching in the elementary grades (ED 020800), and a handbook of team teaching in the elementary schools which indicates that organizational patterns should vary from school to school (ED 002140).

Included also are the first-year report of a five-year project to develop a model nongraded elementary school based on the team teaching method (ED 011602), two reports on workshops to train teachers in team teaching (ED 002582 and ED 012263) and four reports discussing the establishement of research and instruction units in the elementary and secondary schools (ED 016004, ED 016005, ED 016010 and ED 017053. One of the latter (ED 016004) describes a prototypal building organization and instructional program as well as training of unit leaders, the roles of the building principal and team members.

Organization in Specific Curricular Areas

An annotated bibliography on classroom organization covers the period from 1948 to 1964 (ED 020878).

One paper reports on school organization, procedures, practices and conditions affecting science instruction in public junior high schools (ED 011514).

Program Descriptions

Four papers report on the use of ESEA Title I funds. A compilation of 100 selected projects from one state include some concerned with improving teaching personnel (ED 016737). The evaluation of one state's programs includes descriptions of the effective use of teacher aides (ED 017613) while the abstract of the evaluation studies of a city's program presents a description, findings, and conclusions about the program's seven components (ED 012277). Another state's evaluation report discusses the status of teacher aides in the New England schools (ED 015222).

A paper on the Higher Horizons program discusses changes in teachers, special personnel, supervisors and students (ED 001760).

A report of the Model School Division presents programmatic innovations including those in the area of staff development and the evolution of a corps of paraprofessionals (ED 014524).

Two education programs in ghetto area schools describe different organizations of school personnel (ED 017582 and ED 021016). One program proposes to train disadvantaged high school graduates to teach in slum schools and serve as role models for others (ED 019309).

Research activities in two elementary schools dealing with varying types of grouping and an individualized vs. a traditional curriculum are reported (ED 019796).

Educational Innovation

One paper recommends the establishment of a role primarily concerned with change. Such a person, called a trainer-change agent, would, among other things, facilitate the linkage of people to resources (ED 012514).

The Center for Coordinated Education and Educational Change sponsored three series of projects during 1967-68: tests of a new approach to the professional growth of principals and teachers; projects on the diagnosis of school weaknesses; projects on the utilization of innovations (ED 018857).

One study found that teachers who feel that they and their colleagues are influential in school decision-making processes are more often involved in innovating and sharing, and strong pressure to conform to school norms is negatively related to innovation (ED 014816). Another study, however, found that the extent of congruence in staff perceptions of decision-point location was not significantly related to planning for instructional change and to the implementation of this planning (ED 010166).

One report describes the Leicestershire County (England) educational program in which each child chooses his own activities and works in a given subject area until he is ready to change activities (ED 020795).

PART II

ABSTRACTS

ED 001361 Biddle, Bruce J.
STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER: VOL. D, BIBLIOGRAPHIES ON ROLE METHODOLOGY AND PROPOSITIONS. U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Program, January 1963. 123 p.
Price: MF $0.50 HC $6.25

At present, role theory is moving toward a more eminent position in sociology. Role theory has definite and basic distinctions with respect to persons, number, background, characteristics, and cognitions. The bibliographic studies of previous research in the role area are presented. Focus is on the previous use of role methodology and propositional structure in role theory. Coding instruments used are explained. Conclusions are set forth explaining propositionary structures in role theory as well as reasons for the scarcity of such propositions. An extensive coded bibliography is presented for role propositions. Numerous figures, tables and charts are included in the text.

ED 001373 Cahall, T. Wilson
CLOSED-CIRCUIT TELEVISION INSTRUCTION. Oklahoma City, Okla.: Oklahoma State Department of Education, January 1961. 9 p.
Price: MF $0.25 HC $0.55

The use of television for instructional purposes in the schools of Hagerstown, Md. has created a change which has been profitable and advantageous to the schools. Pupil control is extremely high, administrators are able to redeploy time and effort of teachers in more meaningful ways, lessons are superior in quality and rich in motivation, cost is not excessive or unreasonable, school programs have been broadened and enriched from grades 1-12, fewer teachers need to be employed despite increased enrollment, opportunities to provide in-service training have been sought and used, flexibility has been added to the school program, and staff has been enthusiastic. An analysis of the learning process shows that television is useful for motivating and stimulating, providing information, demonstrating, showing implications, enriching backgrounds, providing common experiences and challenging pupils to assume more responsibility for their learning. Processes which cannot be cared for by television and which must be directed by a skillful teacher are: conducting classroom discussions, clearing up misunderstandings, developing and supervising long-range goals of the course or of the pupil, helping pupils apply knowledge learned, and evaluating pupil progress. Teaching teams of studio and classroom teachers have been organized to work together in developing lesson plans and preparing materials to be used in their cooperative teaching procedures. Television value depends upon the resourcefulness and abilities of those using it.

ED 001408 Biddle, Bruce J., and Others.
STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER: VOL. 1, ORIENTATION, METHODS AND MATERIALS. Columbia, Mo.: University of Missouri, Social Psychology Laboratory, June 1961, 269 p.
Price: MF $0.50 HC $13.55

A report was given on the assumptions, forms, sample information, coding procedures and the methods of analysis used in exploring the role of the public school teacher. A summary of terminological distinctions is presented as well as explanations of expectations and norms. Previous empirical research pertinent to this area is discussed and listed. Divisions of the project include: the pilot study, which consisted of short group interviews with undergraduate students, which were two-hour group interviews using personal data sheets and four substantive instruments administered to 223 persons; and the role study, two and one-half hour interviews using data sheets gathered from nearly one thousand respondents (teachers, parents, pupils, supervisors, board members, principals, superintendents, students of education, students majoring in other fields and students who had not yet chosen a college major). Instruments used in the role study were designed principally to investigate the content areas and cognitions constituting the role of the public school teacher as perceived by these various respondents.

ED 001451 Rioux, J. William
SUB-PROFESSIONALS AND SCHOOLS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, June 1964, 13 p.
Price: MF $0.25 HC $0.75

Changes in the concepts of "school day" and "school year" must be made before serious consideration may be given to the place of the sub-professional in the public school. The sub-professional may assume a variety of roles: homework helper, study center monitor, team teaching assistant, audio-visual equipment manager, community resource utilization assistant, school-community block worker, teacher aide, case finder, group-work aide, health service aide, automated instruction aide, playground assistant, educational survey aide, pre-school assistant, counselor assistant, case aide, and community visitation driver. Sub-professionals are recruited primarily from the low-income level. Students in late junior high and high school will increasingly be used. The sub-professional should become familiar with the public school as in institution, the professional responsibilities and ethics of teaching as well as the major goals, special programs, procedures and policies of the school.

ED 001563

PRE-SCHOOL PARENT SCALE PROGRAM. Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project, 1965, 11 p.

Price: MF $0.25 HC $0.65

The goals of the program are 1) to improve school-home communication, 2) to mediate the child's transition to school, 3) to provide more adult contacts, 4) to give parents new knowledge of child development and new ideas of ways for working with their own children, and 5) to relieve the teacher of some non-teaching activities. The parents who participate should be indigenous to the area, show interest in the program and be in good physical and emotional health. Parents are chosen through interviews and take part in an orientation workshop for one week. In-service training meetings are held throughout the year, and parents help lead adult education classes. Suggestions are given concerning the role of parents in seeing that the children learn something positive, and that they are happy. They should help care for equipment and be alert to any safety hazard. They should learn all that the teachers are trying to do, and be particularly helpful in the children's language development. A sample schedule of the aide's interaction in the program is given, showing his particular duties in the course of a day. The evaluation of the program indicates that parents' aides have been an effective and productive part of the preschool program. They have been responsive to children's needs, and have worked toward self-improvement, maintaining a well-groomed appearance, and have made every effort to speak clearly and distinctly. They have helped the children form positive self-images, encouraged them to participate, and helped provide enriching experiences.

ED 001568

THE ROLE OF FIELD TEACHER AND FIELD ASSISTANT. Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project, 1965, 4 p.

Price: MF $0.25 HC $0.30

The job of field teacher consists of three main duties. First, he sets up the program by selecting the children and recruiting and training parent aides. Second, he coordinates the pre-school centers. This includes interpreting the program to school personnel, organizing parent education, planning excursions, arranging in-service and staff meetings, and taking charge of pupil enrollment records. And third, he coordinates the adult education classes by arranging for materials and contacting resource people. The field assistant reviews curriculum materials, and develops lessons and audio-visual materials for preschool centers. These will be demonstrated at the centers and at the in-service meetings. He also assists in all aspects of the program which will influence curriculum. The field teacher and field assistant are jointly responsible for making reports and summaries; planning in-service and staff meetings, consulting with the research department, the child study center and other school personnel; keeping abreast of professional literature and research; substituting in the centers; and conducting public relations activities. The weekly schedules of the field teacher and the assistant are described.

ED 001760
THE HIGHER HORIZONS PROGRAM: ITS IMPACT ON SCHOOL AND COMMUNITY,
New York, N.Y.: New York City Public Schools, January 1961, 11 p.
Price: MF $0.25 HC $0.65

After five months of existence, the third grade program was evaluated. Its purpose was to raise the cultural, educational, and vocational sights of all pupils through curriculum improvement, remedial instruction, teacher workshops and seminars, identification and encouragement of talent, guidance and parent workshops, and counseling. Teachers have a greater willingness to try new approaches, a keener appreciation of need for professional growth, and a greater interest and understanding of the individual pupil. The special personnel, such as auxiliary teachers and teacher training consultants, are more willing to cooperate through visitation and conferences. Students are encouraged to use their time wisely as they develop their talents and interests. Students have better self-motivation, and there have been reductions in subject area weaknesses. Supervisors have had an increased awareness of their role in improving instruction. There has been overall increased interest throughout the schools, resulting in better overall morale. Higher Horizon concepts have been extended to other grades. Better parental and community cooperation has been one outstanding result.

ED 001827 Biddle, Bruce J.
STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER: VOL. B, BIBLIOGRAPHIES ON ROLE TERMS, ROLE CONFLICT, AND THE ROLE OF THE TEACHER.
Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Cooperative Research Program, June 1961, 143 p.
Price: MF $0.75 HC $7.25

The bibliography is one of several volumes pursuing role theory, role of the public school teacher, and the relationships between teacher role and the problems of teacher recruitment. Three bibliographic studies consolidate previous research in the role area. Two additional bibliographic studies were prepared and are reported in Volume D--Bibliographies on Role Methodology and Propositions (ED 001361). These two volumes are similar and should be read consecutively. A systematic and technical study is made of the documents interpreting the information for use in the proposed research. The results serve as a guide for terms and concepts to be used, thus partially answering the need for a common system of terms and concepts in role theory by attempting to find central foci and to develop concensus as to terms. The bibliography on role terms has 67 entries annotated with definition of role terms and concepts. There is a supplementary bibliography with 66 additional entries. The concept of role conflict is handled in a similar manner with 52 annotated bibliographic entries (1945-1959) designating the nature of the study (discussion, empirical) and giving role conflict definitions. Empirical studies are limited to those references dealing with aspects of the role of the teacher corresponding in some manner with the empirical investigations in progress by the authors. Therefore, the articles focus upon cognitions held about teachers and not upon actual school teacher behavior. Fifty annotated references (1905-1958) are listed.

ED 001836 Biddle, Bruce J., and Others.
STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER: VOL. 2, GENERAL CHARACTERISTICS OF THE SCHOOL TEACHER'S ROLE. Columbia, Mo.: University of Missouri, Social Psychology Laboratory, June 1961, 193 p.
Price: MF $0.75 HC $9.75

A series pursues role theory, role of the public school teacher, and the relationships between teacher role and the problems of teacher recruitment. Prior acquaintance is assumed with Volume I--Orientation, Methods and Materials (ED 001408). The immediate study is concerned with the stereotypes held by persons in a metropolitan community and by college students for the role of the public school teacher. The objects are to develop role theory as a sophisticated system of analysis in social psychology, to state empirically the role of the public school teacher, and to explore relationships between teacher role and the problems of teacher recruitment. Respondents gave their reactions to teachers in specified settings, in social situations in school settings, and indicated traits and behaviors expected in teachers. Findings present many teacher stereotypes dominated by concern for teacher-pupil relationships. In contrast, behaviors focus upon instruction. The two gestalten focus upon classroom control. Evidence indicates that respondents feel teachers are more likely to sin by omission than by commission. There are well-entrenched stereotypes of the teacher which educators should know and plan for. In terms of recruitment, conservative norms for public behavior by teachers continue but are becoming more liberal. Peculiarly, community respondents avoid mention of the primary teacher task--instruction. Perhaps Americans expect teachers to possess maximum standards of instructional ability to such an extent that this characteristic is assumed. References and an appendix are included.

ED 001914 Biddle, Bruce J., and Others.
ROLE OF THE TEACHER AND OCCUPATIONAL CHOICE: VOL. 4, STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, Cooperative Research Program, June 1961, 146 p.
Price: MF $0.75 HC $7.40

One of a series of studies pertaining to role theory, the role of the public school teacher, and the relationships between teacher role and the problems of teacher recruitment, the investigation examines differences in teacher roles as perceived by teachers, college education majors, and college students majoring in other fields. It is assumed that occupational choice is most often made because of role concepts. Need for teachers requires an understanding of the dynamics of occupational selection to assist in recruitment. Questionnaire forms were used to elicit positive norms, negative norms, and expectations for teacher behavior in a variety of settings and social situation backgrounds and to obtain cognition for teacher traits without regard to background. An additional form based on five-point scales dealt with teacher behavior in context to which the respondent gave his own expectations and attributed similar cognitions to people in general, school officials, and teachers. Ninety-eight teachers and 244 undergraduate college students, half of whom were education majors, were interviewed. The data suggest that beliefs rather than values keep non-education students from considering a teaching career. It is implied that more students may be recruited into education through campaigns of information aimed at changing mistaken beliefs about the teacher role. The existence of significant differences between teachers and education students in role elements points to difficulties students will experience during a first year of teaching and explains the high drop-out rate during the first year. The programs should counter mistaken or idealistic concepts of the teacher role. References and an appendix are included.

ED 002140
A HANDBOOK OF TEAM TEACHING IN THE ELEMENTARY SCHOOLS. Baltimore, Md.: Baltimore Public Schools, July 1963, 21 p.
Price: MF $0.25 HC $1.15

Team teaching attempts to spread teacher competence to as many children as possible, to insure more effective teaching through a variety of methods of grouping, and to utilize interests and talents of each teacher to the fullest extent. Organizational patterns should vary from school to school, according to the needs and interests of that school. The members of the team include: the principal, who exercises the leadership role in initiating, stimulating, supporting and evaluating the program; the senior teacher, who functions as a leader coordinator, a resource person, and a teacher; the team members who share common concerns and practices to provide better learning opportunities for all the children and assume responsibilities outlined by the teacher; and the resource staff who supplements and enriches efforts by assisting with materials in their field (art, library, music, and physical education). Parents should be acquainted with the various aspects of team teaching principles and organization. Planning should be done by the senior teacher, in cooperation with the principal and the team members. A certain amount of recordkeeping is necessary, and evaluations of the program made to determine effectiveness.

ED 002200 Diesman, Florence M.
TEAM TEACHING HAS MANY FORMS. English Journal, 53 (Nov. 1964), p. 617-623.
Price: MF $0.25

Comments are made on various forms of team teaching. At Ferris High School, Spokane, a team of four instructors taught English to 526 sophomores, in lecture groups of about 250 each. The day was divided into 26 15-minute modules. Class lectures, seminars, study periods, laboratories were all composed of various combinations of these modules. Lectures usually lasted 45 minutes, discussions 30 minutes. Every student had a 45-minute writing lab each week. Seminars grouped 14-19 students around a table in a room especially designed for small groups. Student grouping was homogeneous, based on test data, previous achievement, and teacher recommendation. A student was moved to another module when his work improved or the teacher decided he would benefit more from another seminar session. The purpose of the seminar was to apply the materials discussed in the lecture and to plan the student's next writing assignments. World history, geometry, and English were all presented by the team teaching method, lectures, seminars, study sessions, or library work. No bells were rung; teachers dismissed students at the end of their module. The Broomfield High School in Colorado was constructed for the modulated program. The largest lecture group contained more than 150 students, with a seventy five-minute module scheduled for science. Special facilities for team teaching were at Lakewood High School in Colorado. Each room was a triad and was used as one room or three by pulling dividers. A "program by choice" at Arvada West High School in Jefferson County, Colorado was planned to accommodate the various abilities and interests of 800 high school students. Twelve ungraded English courses were offered; each lasted nine weeks. The chief value of teamwork is that teachers plan together, formulate specific goals, share achievements, and evaluate successes or failures.

ED 002530 Marburger, Carl L.
THE ROLE OF TEACHERS AND COMMUNITY WORKERS IN DEPRESSED AREAS.
Detroit, Mich.: Detroit Public Schools, October 1964, 15 p.
Price: MF $1.25 HC $0.85

The need for compensatory education in and the necessity of providing outstanding teachers and community workers for depressed areas are discussed. Disadvantaged youth are characterized by their nonpurposeful activity, indifference to responsibility, poor health habits, poor communication skills and reading habits, limited experiences and contacts in the areas upon which school programs are built, and a failure syndrome resulting from the apathy engendered by their environment. Such traits lead to low achievement rates, behavior difficulties, poor attendance, and high dropout rates. Compensatory education is a major way in which schools can help deprived youth. Compensatory programs are costly; in many cities financial aid has been given to schools with high numbers of disadvantaged children. A program is dependent for success on teachers, volunteer workers, and community workers, who commit their time, energy, expertise, and special skills; who understand the needs and problems of disadvantaged youth; and who accept these people. Schools should improve their selection procedures to weed out the hostile or the incompetent teacher. The broadening of pre-service and in-service training programs would provide a better intellectual and experiential base for the teachers of the disadvantaged and would bridge the gap between the theory of the university and the reality of the slum classroom. Teaching in the inner city should be rewarding enough to attract the best teachers. The five year teacher training curriculum is essential. In addition to excellent teachers and to school-based and agency-based community workers who provide liaison between the school and the parents and community, schools with disadvantaged youth need psychologists, speech and hearing technicians, attendance officers, nurses and doctors, and visiting teachers or school social workers.

ED 002536
PROCEEDINGS OF THE TUTOR ORIENTATION SYMPOSIUM. Washington, D.C.: Health and Welfare Council of the National Capital Area, November 1964, 92 p.
Price: MF $0.50 HC $4.70

The plan for the symposium was developed after discussions to determine areas of information that would aid all tutors, to determine whether large scale training was feasible or advisable, and to determine how the symposium could serve as a pilot for future training and orientation by the Office of Tutoring Services. The symposium was devoted to tutoring and information regarding schools, characteristics of the underprivileged, and relations between the two. The program consisted of the following speeches: "The Role of Teachers and Community Workers in Depressed Areas" by D. Carl Marburger; "Education Leadership for the Improvement of Urban Schools and Community Agencies" by Dr. Daniel Schreiber, who discussed problems of dropouts, responsibilities of and challenges to education in the contemporary society, examples of successful preschool programs, efforts to improve reading achievement, staffing of inner city schools, and placement and predictive testing; and "Tutoring the Disadvantaged Child" by Dr. Frank Riessman, who considered the role of the tutor, the specialized knowledge he must have of the disadvantaged child's environment and learning style, and illustrations of effective teaching styles and techniques. Topics for a panel discussion on the four dimensions of tutoring were: "Understanding the School Framework" by Dr. Irene Hypps," "Perspectives on the Tutor in the Tutoring Relationship" by Dr. H. A. Meyersburg, " "What Is Success?" by Dr. David Iwamoto, and "Bringing Excitement to the Learning Experience" by Dr. Arthur Pearl.

ED 002568 Kirkpatrick, Laurence; Shambeck, Lillian
AN EVALUATION OF STAFF UTILIZATION PROJECTS IN THE CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT. Hawthorne, Calif.: Centinela Valley Union High School District, 1963, 121 p.
Price: MF $0.50 HC $6.25

An evaluative study of staff utilization patterns was undertaken with four major goals: to measure student progress under various team patterns, to determine student and teacher reaction to new designs and particular aspects of team teaching, to establish criteria for more definitive evaluative procedures, and to establish stronger, more workable team programs through research findings. The ultimate aim was to provide learning opportunities for youth through the discovery and application of the best methods of instruction. Limitations included disparity between student teacher ratios with team and control groups, necessity for better control conditions by eliminating the teacher variable and questionableness of some data because tests had been administered under varying conditions. Impressions were borne out by test results, student questionnaires, and teacher questionnaires. Measured proficiency of team teaching groups was generally better than that attained by control groups. Eliminating one or two days a week from conventional student programs had no deleterious effect on measured group proficiency. Discipline problems were minimized. Students enjoyed the chance to participate in small groups, and praised the program in its preparation for college, encouragement of creativity and independence and the high level of teacher planning and preparation. Teachers showed enthusiasm for the program and felt that the more responsible students profit best from team programs. They listed flexibility of schedule, quality of work accomplished, and improvement in classroom climate as the most popular features of team teaching. Even though teams differed in subject matter, student level, size, purpose, methods and plans, it was shown that individual structure of each team had little bearing on eventual results. Proficiency tests showed adequate or higher scores; students and teachers were well satisfied.

ED 002569 Lambert, Philip
CLASSROOM INTERACTION, PUPIL ACHIEVEMENT, AND ADJUSTMENT IN TEAM TEACHING AS COMPARED WITH THE SELF-CONTAINED CLASSROOM. Madison, Wis.: University of Wisconsin, 1964, 272 p.
Price: MF $1.25 HC $13.70

Explored are teaching and learning relationships of forms of classroom interaction in the team teaching arrangement, and the differences between these and traditional classroom interaction with respect to student adjustment and student achievement. An attempt was made to improve the sophistication of educational research instruments. A two-year team teaching program involving an entire elementary school formed the basis of study. Conclusions were that significant differences in classroom interaction and in student achievement exists between the team and self-contained organizations; but no significant differences were found in personal and social adjustment, in teacher awareness of student characteristics, in absenteeism, in the frequency of discipline infractions, and in changes in the social structure within the classes organized on a team-teaching basis and those organized on a self-contained basis. Major emphasis was placed on the methodology of research and the analysis of data. Extensive tables are included.

ED 002572
A REPORT ON TEAM TEACHING IN AMERICAN HISTORY AND LITERATURE AT SAMMAMISH SENIOR HIGH SCHOOL. Bellevue, Wash.: Bellevue Public Schools, January 1963, 35 p.
Price: MF $0.25 HC $1.85

An evaluation is given of successful secondary-level team teaching programs in American history, American literature and composition. Provisions were made for large group instruction, small group discussion, and independent study within a 2-hour time block. Teachers handled topics and supervised activities upon which they had mutually agreed in cooperative planning sessions. Ninety-six pupils, ranging in IQ from 87 to 141, participated. It was believed that a team teaching approach would avoid segregation of students into artificial ability groupings which lend themselves to differentiated instructional attitudes. Joint planning for both daily and weekly objectives provided greater sharing of ideas involving presentation as well as selection. By pooling special areas of interests and skills, the team presented a more varied and stimulating program than one teacher in a traditional classroom could do. Curriculum was strengthened by a more challenging program and greater learning by students resulted from the greater attention given to the unique needs of individual students. Facilities were used more effectively as a consequence of the flexibility of the program. Experience demonstrated that the approach is fundamentally sound, but it is no panacea for all instructional learning problems. Sample assignments and sample team-teaching outlines are shown.

ED 002582
REPORT OF THE FIRST WORKSHOP ON TEAM TEACHING FOR THE COMPREHENSIVE FIRST-YEAR PROGRAM. Raleigh, N.C.: Department of Public Instruction, Comprehensive School Improvement Project, September 1964, 11 p.
Price: MF $0.25 HC $0.65

Improvement of the teaching of reading, writing, and arithmetic in the primary grades was sought. Goals included creating warm, inviting and enjoyable experiences, developing desirable habits, skills and attitudes, and providing the environment and learning experiences that will meet the individual needs of children from varied backgrounds. Also important were helping the child develop a sense of independence and self-reliance, and having the teachers recognize and use more effectively the traditional and newer teaching methods, materials, equipment, and community resources. The possibilities that team teaching and the nongraded approach offered included the use of both heterogeneous and homogeneous groupings, daily instruction in reading and arithmetic, teacher teams, and the use of large and small groups. The goals of the nongraded primary program were to provide a program for grouping young children which was flexible enough to allow each child to proceed in his learning at a rate equal to his physical, mental and emotional maturity, to challenge the able or gifted learners, to eliminate the fear of failure in young children, and to limit the range of levels of work which individual teachers had to cope with in a class of approximately thirty children.

ED 010166 Eye, Glen G.; and Others.
RELATIONSHIP BETWEEN INSTRUCTIONAL CHANGE AND THE EXTENT TO WHICH SCHOOL ADMINISTRATORS AND TEACHERS AGREE ON THE LOCATION OF RESPONSIBILITIES FOR ADMINISTRATIVE DECISIONS. Madison, Wis.: University of Wisconsin, 1966, 254 p.
Price: MF $1.00 HC $12.80

This study was based on the thesis that the extent of congruence among teachers, administrators, and supervisors was related, in a positive manner at an appreciable level of significance, to the incidence of planning for instructional change and to the extent of the implementation of this planning. Teachers, administrators, and supervisors (N-6,183) responded to such decision-point questions as (1) who makes this decision, (2) who else participates in making this decision, and (3) how did you participate in this decision. Results indicated that the relationship between the extent of congruence in staff perceptions of decision-point location was not significantly related to the production of curricular plans and the implementation of these plans. (LP)

ED 010974 (RE) Morrill, Katherine A.
A COMPARISON OF TWO METHODS OF READING SUPERVISION. May 1966. 7 p.
Price: MF $0.25 HC $0.48

The roles of a reading consultant in two situations--as a catalyst in a group and as a "helpful friend" in a one-to-one situation--were compared in a 1964 study. Thirty-five first-grade classrooms and 35 teachers in 10 schools in Wallington, Connecticut, were divided into two groups, in the five control schools (method 1), consultant help was given at the request of the teacher or principal on a one-to-one basis. Teachers in the experimental group (method 2) were released from class of the teacher or principal on a one-to-one basis. Teachers the reading consultant to discuss problems and exchange ideas. A pupil-service inventory was completed by each participating teacher eight times during the 140-day study. Student growth was tested by a battery of tests including the Gates Primary Reading Test. Although no significant differences were found between experimental and control group test scores, method 2 (experimental) was favored by teachers involved in the study. Teacher comments about method 2 and consultant recommendations are given. While the statistical results did not favor method 2, the value of the study was apparent in improved teacher attitude. This article is published in THE READING TEACHER Volume 19, May 1966. (LS)

ED 011015 (SP)
AN ANALYSIS OF THE USE OF TEACHER TIME IN VIRGINIA. Richmond, Va.:
Virginia State Dept. of Education, December 1966, 48 p.
Price: MF $0.25 HC $2.50

To identify the amounts of time which teachers give to their instructional and noninstructional duties, a questionnaire was sent to a random sample of 3,594 classroom teachers, of whom 1,725 returned usable replies. Most spent about 8 to 9 hours a day (including 2 to 3 hours outside of the school day) on teaching, preparation for teaching, and evaluating pupils. Clerical duties not related to instruction required about 1 hour during the school day. Noninstructional duties recurring daily, monthly, periodically, and at the end of the school year include collecting and accounting for money (25 hours a year), requesting and ordering teaching material (12 hours), and taking inventory (5 hours). Recommendations were--(1) provision for and utilization of clerical assistants and teacher aides, (2) establishment of centralized pupil accounting systems, (3) periodic reassessment of policies governing use of teacher time for noninstructional duties. (PP)

ED 011085 Otto, Henry J.; Veldman, Donald J.
ADMINISTRATIVE CONTROLS IN PUBLIC SCHOOLS AND EFFECTIVE WORKING RELATIONSHIPS. Austin, Tex.: Texas Univ., 1966, 58 p.
Price: MF $0.50 HC $3.00

The control structure in public school systems was related to the dimensions of organizational climate by investigating the relationships of elementary principals' and teachers' scores on two measurement instruments. The Halpin-Croft Organizational Climate Description Questionnaire and the McLeod Control Structure Description Questionnaire were administered to 38 principals and 684 teachers. The latter test contained 80 problem situations distributed equally into the four functional areas of educational program, developing personnel, managing the school, and community relations. It was found that there were significant relationships between and among the principals' allocations of scores on both tests and the teachers' allocations of scores on both tests. The general conclusion, however, was that principals and teachers do not use a common frame of reference for viewing their relationships to each other, and they see decision making and school climate from dissimilar vantage points. (GD)

ED 011139 (EA) Crispin, David B.; Peterson, R. Duane
AN ANALYSIS OF INTERACTION AMONG PRINCIPALS AND TEACHERS DURING SCHOOL FACULTY MEETINGS. February 1967, 9 p.
Price: MF $0.25 HC $0.55

A principal's interaction pattern in faculty meetings, tested by the Crispin system of interaction analysis was hypothesized to be the major cause for interschool teacher attitude differences. The authors further hypothesized that the more indirect the principal's behavior (willingly shares his authority with teachers), the more supportive will be the teachers' behavior (willingly cooperative). Principal behavior was recorded as direct (uses authority) or indirect (shares authority), and teacher behavior was recorded as nonsupportive (perfunctory) or supportive (willingly cooperative). The data representing over 20,000 interactions in 30 elementary school faculty meetings indicated a rejection of the stated hypothesis. Teachers tended to be supportive irrespective of direct and indirect principal behavior. The amount of teacher participation was, however, exactly twice as high in the indirect climates. The consistent teacher reaction to the varying behavior of principals was at variance with findings in other disciplines where the behavior of a group was dependent upon the behavior of the leader. Further research was suggested using secondary and larger urban schools, different behavior patterns by the same principals, and the attitudes and behaviors of teachers and principals. This paper was presented at the American Education Research Association convention (New York, February 1967). (GB)

ED 011251 (SP) Egermeier, John C.; Wallace, Gaylen R.
NORMS AND EXPECTATIONS FOR "RESEARCH ORIENTED" PUBLIC SCHOOL PERSONNEL.
18 February 1967. 16 p.
Price: MF $0.25 HC $0.90

To elicit information about research thought and activity in the schools and to identify research-oriented teacher behaviors and characteristics, selected elementary, junior high, senior high, and administrative personnel from 10 large school systems were interviewed and asked to respond to several instruments measuring research behaviors and characteristics. Analyses of interview and measurement data showed that the four groups differed significantly in mapping both "real" and "ideal" role behaviors and characteristics for the research oriented teacher and that members of all groups considered themselves unsuited in a number of ways for research-related roles in the schools. This paper was presented to the American Educational Research Association's annual meeting (New York, February 16-18, 1967). (Author)

ED 011514 (SE) Rogers, Lola Eriksen
SCIENCE TEACHING IN THE PUBLIC JUNIOR HIGH SCHOOL. Washington, D.C.: Office of Education, 1967, 70 p.
Price: MF $0.50

Information related to school organization, procedures, practices, and conditions affecting science instruction in the public junior high schools is presented. Questionnaires sent to the principals of a random sample of schools which included grades 7, 8, and 9 were used to obtain information. Categories of information included (1) enrollment and organization, (2) instructional resources, (3) budget, (4) science clubs and fairs, (5) inservice teacher education, and (6) consultant service. For analysis of data, schools were classified as small, middle-sized, or large. All schools offered science courses at some grade level, but not all schools offered them at each grade level. There was an increase in the number of schools offering science as the grade level increased. General science was the most common science course. The largest schools had proportionately fewer science teachers than the national average. Nearly all schools used science textbooks, but only 80 percent used them at all three grade levels. Supplementary materials were used progressively more at higher grade levels. Combination classroom laboratories were the most common facility. More than 25 percent of the schools, however, did not provide any type of laboratory. Over 80 percent of the schools used National Defense Education Act (NDEA) funds to purchase science equipment, and approximately 33 percent of the schools used NDEA funds for remodeling buildings. About 50 percent of the schools sponsored science clubs and science fairs. This document is available as Catalog No. 5.229--29067 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.45. (AG)

ED 011524 (SP) Brode, E. Leland
IMITATION OF SUPERVISORS AS A FACTOR IN TEACHERS' CLASSROOM BEHAVIOR.
18 February 1967. 8 p.
Price: MF $0.25 HC $0.50

To determine if a teacher's incidental imitation of the verbal behavior patterns of his supervisor influences his own classroom behavior and if certain teachers are more susceptible than others to this influence, the Minnesota Teacher Attitude Inventory and the Preliminary Situation Test (an instrument designed to measure the preference for indirect versus direct responses) were administered to 193 grade 1 through 9 teachers. Indirect verbal behavior is defined as that which expands the students' freedom of action, whereas direct verbal behavior restricts action. On the basis of significantly similar scores on these instruments, each of two treatment groups (group A and group B), approximately equal in age, sex, level of training, and number of years of experience, engaged in a discussion period in which all the conditions were identical except for the verbal behavior of the experimenter (simulated supervisor), where group A was predominantly indirect, and group B predominantly direct. The taped situation test (14 tape recorded episodes of a sixth-grade social studies class) was then administered and the two groups were asked to rate, on a five-point scale, the appropriateness of two indirect and two direct responses the classroom teacher might have made to situations in each episode. Group A's responses were significantly more indirect, verifying the hypothesis that a supervisor's verbal behavior patterns may affect the teacher's behavior. (AW)

ED 011545 (VT) Wenrich, Ralph C.; Shaffer, Earl W.
HIGH SCHOOL PRINCIPALS' PERCEPTIONS OF THE ROLES AND RESPONSIBILITIES OF PERSONS WHO WOULD BE CHARGED WITH THE RESPONSIBILITY FOR LEADERSHIP IN THE DEVELOPMENT OF OCCUPATIONALLY ORIENTED PROGRAMS IN HIGH SCHOOLS.
Ann Arbor, Mich.: Michigan Univ. School of Education, September 1965, 30 p.
Price: MF $0.25 HC $1.60

Principals in 106 large high schools in Michigan were interviewed to determine how they would use an assistant who would be responsible for developing occupationally oriented programs for employment-bound youth. Duties, responsibilities, and relationships which the assistant might be expected to assume or develop were also studied. The areas ranked in order of the principals' responses were (1) pupil personnel, (2) school-community relations, (3) instructional program, (4) business functions, and (5) teaching personnel. The top three of 27 activities listed and ranked by percentage of responses for major responsibilities of the assistant were -- (1) locating and organizing instructional materials, (2) determining local occupational education needs, and (3) operating a student job-placement program. It was concluded that most principals of large high schools in Michigan were interested in expanding vocational or occupational programs, and they saw the need for an assistant to give help and leadership. The assistant should be trained in both school administration and occupational education, and should work with the principal, other school personnel, and local civic, business, industrial, and professional groups to improve the high school's ability to prepare young people for employment. (FS)

ED 011602 Haddad, Della; Watkins, Joy
TEAM TEACHING IN AUSTIN, NON-GRADED SCHOOL, April 1966.
DOCUMENT NOT AVAILABLE FROM EDRS.

A report was made of the start of a 5-year project to introduce and implement a model, nongraded, elementary-school project based on the team teaching method. During the first year of operation (the period covered by this report), two teams, of five teachers each, worked at the first-grade and fifth-grade levels on a pilot basis. In addition to providing assistance in organizing team teaching, the project was designed to develop a program of teacher education for prospective teachers and to acquaint them with the skills necessary for operating within a nongraded, team teaching school. This article is published in Social Studies Texan, April 1966. (GD)

ED 011937 (AA) Boyan, Norman J.
THE EMERGENT ROLES OF THE TEACHER AND THE AUTHORITY STRUCTURE OF THE SCHOOL. April 1966. 27 p.
Price: MF $0.25 HC $1.50

The need for two separate structures for teacher participation in school government was discussed. The first structure would involve the participation of teachers as members of extra-school associations in the development of organizational policy and extrinsic conditions of work. The second structure would encompass the participation of teachers as professional colleagues, in the organization, on organizational decision making in education as an expert domain. The author concludes that establishment of this new approach, based on the separation of the decision areas of working conditions and salary from the decision area of educational program development, depends not only on what course teachers themselves choose, but also on what choices administrators and board members offer. This paper was prepared for Collective Negotiations and Educational Administration, the UCEA Career Development Seminar (University of Arkansas, April 24-26, 1966). (GD)

ED 012255 (SP) Porter, Nona
ORIENTATION HELD FOR NEW MEMBERS OF PARTNERSHIP TEACHING PROGRAM. Boston, Mass.: Womens Educational and Industrial Union, 30 August 1966, 47 p.
Price: MF $0.25 HC $2.45

To draw on the untapped supply of women, certified for but not now teaching, who are available for part-time work, a partnership training program was begun in a pilot study. Each of nine pairs of teachers shared one full-time position. A 1-day orientation meeting for teachers and principals preceded assignment to the elementary school classroom. After 1 year of operation, it was felt that the teachers worked effectively in curriculum planning, in student evaluation, and in parent-teacher conferences, and that their teaching performance exceeded that of a full-time teacher. Further, under the partnership plan the need for substitutes is reduced since a partner can serve a full day when necessary. (HA)

ED 012263 (SP) Caton, Jay; and Others.
THE EXTENDED SUMMER PROGRAM, A TWO YEAR SUMMARY. Lakewood, Colo.: Jefferson County Public Schools, November 1966, 112 p.
Price: MF $0.50 HC $6.70

To provide teachers with training in team teaching, nongrading, and effective staff utilization as a means of improving pupil instruction, the Extended Summer Program was conducted in 1965 and 1966. The program was structured so that (1) teachers were recruited for specific roles in a full-day program, (2) each teacher underwent orientation experience, (3) teachers were divided into teams of 12 who were fully responsible for 100 children, (4) each team was divided into three subteams emphasizing interdisciplinary activity, (5) each subteam rotated through three phases--planning, teaching, and observation analysis, and (6) each teacher could receive graduate credit from an affiliated college or district-organized in-service credit. Students from all grades were recruited for the nongraded program (divided into elementary, junior high, and high school groups). Their progress was judged on the basis of performance criteria with each child being paced according to his own capability, interest, and need. Project evaluation was based on questionnaires and interviews. Findings indicate that participating teachers exhibited growth in (1) ability to teach for process goals, (2) ability to evaluate pupil growth in relation to process goals, (3) understanding the advantages and disadvantages of team teaching, and (4) the use of performance criteria in developing educational objectives. (AW)

ED 012264 (SP) Noar, Gertrude
TEACHER AIDES AT WORK. Washington, D.C.: National Education Assn., 1967.
Document not available from EDRS.

Recruitment, qualifications, training, and duties of teacher aides are described. Major activities are those that free the teacher from nonteaching duties (clerical, library, lunchroom supervision, and home visits). However, the use of teacher aides drawn from the same socioeconomic levels as the parents of disadvantaged pupils could provide a bridge to such pupils only if aides are assigned to classroom activities. Aides are recruited through newspaper or community center announcements or by word of mouth. Qualifications vary with the type of community, socioeconomic level of students, and duties of aides. Seclection may be based on personality traits, acceptability as a "language model," interview or neighborhood residence; aides include center-city unemployed, middle-class mothers, and college students. Wages are usually $1.50 an hour ($1.25 to $2.50). Discrepancies between conditions of employment for aides and regular teachers are a source of dissatisfaction to some aides, but the work often provides ego support. Use of aides has raised questions about (1) aides as change agents, (2) placement and responsibility of aides, (3) whether many low-paid aides are being hired when a smaller number of additional higher-paid professionals would be better,

(4) whether minority group aides are being employed in place of minority group regular teachers, thus supporting inferiority stereotypes. This document is available as stock number 381-11798 from Publication-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, 32 pages, for $0.75. (AF)

ED 012277 (UD) Badal, Alden W.
EVALUATION REPORT--ESEA PROGRAM OF COMPENSATORY EDUCATION. ABSTRACT. Oakland, Calif.: Oakland Unified School District, 13 September 1966, 26 p.
Price: MF $0.25 HC $1.40

The evaluation studies of Oakland's compensatory education programs funded under Title I of the 1965-66 Elementary and Secondary Education Act (ESEA) are summarized in this abstract of the full report on the programs. The project as a whole had seven program components--remedial and corrective services, supportive and auxiliary services, summer school, early childhood education, cultural enrichment, inservice education and curriculum development, and teacher aide services. The evaluation format contains a description of each of these programs, their findings and conclusions about their effectiveness, and a reference to the location of the relevant material in the full report. Also included here is a report of the parent interview survey of opinions about the ESEA program services. (NH)

ED 012432 (AC) Turner, Lafayette
TRAINING PROGRAM OF COMMUNITY AIDES FOR ADULT EDUCATION IN ELIZABETH, NEW JERSEY. EVALUATION REPORT. Union, N.J.: Scientific Resources Inc., 14 October 1966.
Document not available from EDRS.

In Elizabeth, New Jersey, where the socially disadvantaged live in high density housing, Scientific Resources Incorporated recruited and trained eight indigenous people to serve as adult educational aides in a 6-month project designed for the New Jersey Community Action Training Institute. Six aides, aged from 18 to 48 with ninth-grade to college education, completed the training, and four were immediately employed in poverty programs. The training program included field work, T-group sensitivity training, clerical skills training, and creativity training based on theater arts, and a community newspaper. Although problems were encountered, the program illustrates that the disadvantaged, when trained, are an excellent untapped source of poverty personnel. Future programs should locate training centers in store fronts, involve professionals and nonprofessionals in joint training seminars, pay higher stipends to aides, be flexible to use all community agencies, and carry on continuous evaluation. Appendixes include an attendance chart, present employment status of aides, and the training syllabus. This document was published by Scientific Resources Inc., 1191 Morris Avenue, Union, New Jersey, 55 pages. (AJ)

ED 012495 (CG) Work, Henry H., and Others
THE PSYCHIATRIST AS A CONSULTANT TO THE SCHOOL. Washington, D.C.: American Psychiatric Assn., March 1964, 9 p.
Price: MF $0.25 HC $0.55

Although a major role in the school setting exists for the psychiatrist, he has not fully exploited that role. The psychiatrist could contribute his skills in several settings. In the school health program, his clinical knowledge could aid in the assessment of tension and stress problems. In the pupil personnel department, the psychiatrist could offer problem-centered consultation. In the special education program, he could offer direct psychiatric consultation. In child study, he could function as a member of an interdisciplinary team to conduct psychological studies in depth. He could aid in the development of research programs, provide clinical services, and serve as a consultant to the teacher. Two important considerations shaping the role of the psychiatric consultant are his role as imagined by himself and his role as seen by the school personnel. The psychiatrist tends to visualize his role in terms of a number of services, while the school system tends to see him as an outsider, one who is not a part of the total school situation. The psychiatrist can modify this by the process of "role evolution." This document is also available from the American Psychiatric Association, Publications Office, 1700 18th Street, N.W., Washington, D.C. 20009, for $0.50. (PS)

ED 012506 (EA) Georgiades, William; and Others.
SELECTED, ANNOTATED BIBLIOGRAPHY RELATING TO NEW PATTERNS OF STAFF UTILIZATION. Salem, Ore.: Oregon State Dept. of Education, July 1965, 109 p.
Price: MF $0.50 HC $5.55

This bibliography draws together an extensive source of literature related to new patterns in the utilization of staff and talents, team teaching, and flexible scheduling. (GB)

ED 012514 (EA) Jung, Charles C.
THE TRAINER CHANGE-AGENT ROLE WITHIN A SCHOOL SYSTEM. Washington, D.C.: National Training Labs., 1967, 19 p.
Price: MF $0.25 HC $0.95

The focus of the study is upon the internal change agent in the school system. It results from the assumption that it would be valuable for the system to have a role primarily concerned with the phenomena of change. The change agent is referred to as a trainer role, since trained behavior of individuals can increase the potential for planned, purposeful change. It is helpful to think of the trainer-change agent role as providing linkages to such gaps as those between a group of teachers and the various kinds of resources that could help them perform their jobs more effectively. Linkages could also be provided between administrators, school board members, and custodians and their role effectiveness. Four conceptual models are cited within which trainer role linkage is utilized to permit change analysis at both micro-

and macro-levels of educational systems. In order to facilitate linkage of people to resources, the trainer-change agent would have to possess problem-solving skills, interpersonal skills of relating, and innerpersonal learning. Such skills could be ideally developed through a planned orientation period. The best possible sources of change agents would be professional educators, psychologists or social psychologists, or practitioners of personnel training. Their role within the system would require (1) upper administrative responsibility, (2) autonomy in responding to and developing training experience of personnel within the system, (3) active communication within the system, (4) team-work relationships with evaluators and researchers of the system, and (5) sources of consultation referral outside the system. This article was published in Change in School Systems, available from the National Training Laboratories, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036, for $2.50. (GB)

ED 012567 (FL) Abraham, Joan; Caldwell, Genelle
THE NATIVE AS AN AIDE IN THE CLASSROOM. May 1967, 4 p.
Price: MF $0.25 HC $0.30

The native speaker who serves as a teacher aide can play a decisive role in a foreign language program if the cooperating teacher carefully plans his work but allows for flexibility in scheduling his duties. As a resource person the aide can lend authenticity to the language experience, in both skill development and cultural enrichment. He can provide immediate drill reinforcement for the structures taught, listening opportunities at all levels, and individual and group practice to help students remedy weaknesses and problems. In addition, he can provide valuable help to the teacher who may wish to improve his own oral mastery of the target language. This document appeared in the DFL Bulletin, Volume 6, Number 4, May 1967. (AB)

ED 012700 (SP) Nostrand, Howard L.: and Others.
AUXILIARY SCHOOL PERSONNEL, A STATEMENT BY THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS. Washington, D.C.: National Education Association, 1967.
Document not available from EDRS.

The acute shortage of professionals to meet expanding school needs is one of a number of factors that have contributed to greatly increasing use of auxiliary school personnel. Their responsibilities vary with the school's needs and the skills of applicants and consist of clerical, library, housekeeping, noninstructional, instructional, human relations, and special talent (art, music) activities. In question-and-answer form, qualifications and training, current programs, practical aspects, cautions, and programs of action are discussed. For example, teacher education students are a prime source of instructional aides, while adults indigenous to the community could be helpful with disadvantaged students. Screening of applicants through interview and inservice training of aides at local school and school system levels is advocated. Experience with aides has been very largely favorable, but their activities in relation to those of regular staff should be continuously examined. Aides should not be "a cheaper way to man the classroom," but, as they free teachers from routine duties, greater differentiation of duties among professionals may be expected as closer analyses of teaching tasks are carried out. This document is available as stock number 381-11794 from the Publication-Sales Section, National Education Association. 1201 16th Street, N.W., Washington, D.C. 20036, for $0.50. (AF)

ED 012704 (SP) Essex, Martin
NEW CONCEPTS IN TEACHER UTILIZATION. Columbus, Ohio: Ohio State Dept. of Education, 29 April 1967, 16 p.
Price: MF $0.25 HC $0.90

The present concern with upgrading of the disadvantaged is listed as fourth in a series of educational revolutions, the others being (1) Horace Mann's common school, (2) the Kalamazoo Decision, opening secondary education to the masses, and (3) the G.I. Bill breakthrough in higher education after World War II. The present situation is characterized by mobility, technology, accelerating change, cultural revolution, urbanization, and a population with an "hourglass figure" (large groups of young and old, with the decimated depression group educating the burgeoning post-war group). Teacher needs are specified as time to teach, manageable load, specialized skills, scholarship, and access to necessary materials. The assumption that a master teacher is obtainable for each classroom is our greatest educational fallacy. A more sensible view is a hierarchy of teaching positions from clerical aides through "executive teachers" (who can work well with adults as well as children). Teaching as a team effort has the advantage of a graduated pay scale, advancement through achievement, augmented manpower, encouragement of the able to remain in teaching, exposure of children to superior teachers, and positions of varying difficulty and responsibility. A pay-scale ratio for a team of teachers based on a five pupil unit might be executive teacher 1.25, professional teacher 1.00, provisional teachers .85, intern .40, aide-technician .35, and clerical aide .30. This paper was presented at a meeting between The National Council of Parent-Teacher Associations and The National Commission on Teacher Education and Professional Standards (Columbus, April 29, 1967). (AF)

ED 012869 (AC)
WOMEN'S TALENT CORPS. PROGRESS REPORT, MARCH-APRIL, 1967. New York, N.Y.: Women's Talent Corps, April 1967. 22 p.
Price: MF $0.25 HC $1.20

The Women's Talent Corps was founded in 1965 on two premises--(1) mature women living in poverty areas of New York could be trained to provide services to the community regardless of their previous education and (2) community agencies would create semiprofessional service positions with opportunities for advancement. By April 1967, 120 trainees had been placed as teacher and guidance assistants in public schools, as social work and therapy assistants in hospitals and neighborhood centers, and as program workers. A series of community meetings in low income areas identified local needs and the role women pictured for themselves. A letter-writing campaign enlisted political support and funds from the Office of Economic Opportunity. Applicants were tested and interviewed to reveal their perception of social problems, sensitivity to human relations, and high morale, qualities closely correlated with success, Throughout the 30-week training program formal classes were interwoven with field experience, with an experienced professional woman, called a coordinator-trainer, acting as discussion leader, counselor, and supervisor to each small group of trainees. Out of the training institute has developed a "New Careers" College for Human Services with a modified, two-year curriculum. (AJ)

ED 012870 (AC) Cohen, Audrey C.
COLLEGE FOR HUMAN SERVICES, A MODEL FOR INNOVATION IN URBAN HIGHER EDUCATION. New York, N.Y.: Women's Talent Corps, May 1967, 28 p.
Price: MF $0.25 HC $1.50

The Women's Talent Corps, attempting to establish permanent positions in community agencies at a new entering level, has developed an action-centered approach to the training of women from ghetto areas for pre-professional jobs in hospitals, welfare agencies, and schools. The Corps now seeks to put its educational program on a permanent basis as a model two-year college for human services. The college will (1) help students prepare for equivalency examinations at the secondary level as they begin college work, (2) prepare them at once for work in the helping professions and place them in jobs, (3) use field work for methods teaching, (4) offer a core curriculum based on the needs of the professions and the populations served, and (5) offer a flexible program including preparation for transfer to a four-year college. There will be two types of faculty, the coordinator-trainer (women with field experience who will serve as counselors, supervisors, and teachers to groups of ten students) and a small academic faculty who will lecture in sociology, psychology, social work, and education and plan the core curriculum to be integrated with on-the-job experience and lead to a junior college degree. It is proposed that the first college class enter in January 1968. (AJ)

ED 012873 (AC) Cohen, Audrey C.
THE WOMEN'S TALENT CORPS, PROPOSAL. New York, N.Y.: Women's Talent Corps, 30 p.
Price: MF $0.25 HC $1.60

Women's Talent Corps, funded by the Office of Economic Opportunity, will meet two social problems in New York City-job shortages in community services and unemployment and lack of training among the poor. Women will be recruited from low-income neighborhoods and trained as pre-professional assistants in schools, hospitals, and social agencies through a program of formal classes and field experience. These women will become contacts between professional community workers and the low-income people they assist.

Professional women with working skills and experience in education, health, or welfare fields will be trained as coordinators to counsel the trainees, direct field work, and serve as liaison between trainees and the agencies employing them. The trainee and coordinator will help each other understand the conditions of poverty and the responsibilities imposed by education and employment. The program design includes five phases--(1) community development and program planning (three months spent organizing and staffing the institute), (2) orientation (six weeks of classes for 120 trainees and 30 coordinators in three groups), (3) work-training (four to seven months of practical training), (4) phasing-out (diminishing contact between trainee and coordinator), and (5) research and evaluation. (AJ)

ED 012940 (CG) Salim, Mitchell; Vogan, H. Jayne
THE COUNSELOR ASSISTANT PROJECT. A ONE YEAR REPORT. Rochester, N.Y.: Rochester Univ., College of Education, July 1967, 130 p.
Price: MF $0.75 HC $6.60

To study the feasibility of using counselor-assistants (CA) in secondary schools, this project, evolving from the developmental counseling project, was sponsored by the Bureau of Guidance, New York State Education Department with National Defense Education Act Title V-A funds in cooperation with the University of Rochester and three contributing school districts. Goals were--(1) to train CA's in sub-professional roles to free counselors from less professionally demanding tasks, (2) to identify and select persons suited for training and successful functioning, (3) to identify and implement activities appropriate to the CA's level, and (4) to show the relationship of CA's to counselors and clerks. The supervising counselor developed suitable activities, helped with problems, and encouraged the CA to participate in professional meetings. Conferences and instruction took place one-half day each month at school and one and one-half days each month at the University of Rochester with project staff and University personnel. Activities included testing, group work, preliminary screening, vocational information, clerical work, using audio-visual materials, and keeping daily logs. Evaluation concerned log books, supervising counselor reaction sheets, administrators' comments, and visitations by New York State Bureau of Guidance representatives. (PR)

ED 012946 (CG) Jackson, Ronald E. A.
DEVELOPMENT OF DORMITORY STAFF AS SUB-PROFESSIONAL COUNSELORS.
Grand Forks, N.D.: North Dakota Univ., 1966, 25 p.
Price: MF $0.25 HC $1.35

Staff members of residence halls at the University of North Dakota were given counseling-oriented, in-service training to meet the educational and developmental needs of resident students. Training materials and techniques were developed to provide sub-professional counseling skills to 12 head residents and 12 undergraduate assistants. There was an equal number of male and female participants. Counseling-related knowledge and attitudes of participants were appraised after training, as were changes in job performance. All participants took the Strong Vocational Interest Blank and the Edwards Personal Preference Schedule. Approximately 20 2-hour training sessions were held. Sessions covered the following general areas--self-understanding, counseling theory and process, recognition and referral of symptoms and problems, and developmental psychology of college students. Films, lectures, role playing, and group discussions were used and readings were suggested. It was concluded that (1) the training program in sub-professional counseling proved practical, (2) trainees displayed an increase in understanding responses and a decrease in evaluative and supportive responses in counseling situations, and (3) changes in job performance were observed. (SK)

ED 013037 (FL) Wilke, Gerhard M.
A SUMMER LANGUAGE ACTIVITY SCHOOL. Washington, D.C.: National Education Assn., May 1967, 5 p.
Price: MF $0.25 HC $0.35

Elementary and Secondary Education Act funds supported a Springfield, Massachusetts, public school's summer activity designed to provide intensive language training in French, German, and Spanish for 56 selected students. The 6-hour daily schedule included two hours devoted to oral expression, two to literature study, and two to culture-oriented creative expression and recreational activities. The use of the language laboratory and audiovisual materials were planned extensions of the classroom activities. Native aides in the classes served as sources for cultural enrichment and assisted the students, who spoke only the target language at all times, with their conversation and writing. Students were able to complete a full year's academic work, either the first or second level, extended their cultural and linguistic opportunities, and, most important, significantly increased their oral fluency and writing ability. This article appeared in The DFL Bulletin, Volume 6, Number 4, May 1967, pages 8-11. (AB)

ED 013122 (PS) Naylor, Naomi L.
CURRICULUM DEVELOPMENT PROGRAM FOR PRESCHOOL TEACHER AIDES. FINAL REPORT. Edwardsville, Ill.: Southern Illinois Univ., April 1967, 121 p.
Price: MF $0.50 HC $6.15

Shortages in trained personnel for preschool child care and Head Start led to this pilot program, the purposes of which were (1) to develop a training model for non-professional preschool aides, (2) to determine the value of selection criteria in trainee success, (3) to evaluate the trainees' understanding, (4) to develop materials suitable for non-professionals. Two training sessions were held in an East St. Louis, Illinois, church beginning in November 1965. Preliminary testing of 257 applicants accepted 24 for session 1 and 25 for session 2. A four-week observation period using role-playing, audio-visual aids, discussion groups, creative arts, and lecture-demonstrations was followed by a twelve-week practice teaching period which included weekly one-day staff meetings. The training period was on a 5-hour per day basis for 16 weeks. Written reports were required of the trainees to focus their attention upon behavior development. Evaluation of the trainees occurred during the practice teaching period. Experience with the children and discussion related to that experience were found to have greater long-term effectiveness than films, lectures, and self-selected reading. A resource hand-book useful to the trainees was developed. The trainees were most interested in informal presentations in which they were directly involved. Post-testing of the trainees showed significant changes in punitive, authoritarian, and restrictive attitudes. It is recommended that non-professional training programs be continued and that opportunities for additional education and in-service training be provided. (Detailed appendices included.) (LG)

ED 013134 (RC) Bernardo, Charles M.; Marlow, Frank M.
SPECIALIST DEPLOYMENT IN CSS SCHOOLS. Albany, N.Y.: New York State School Boards Assn., 1965, 13 p.
Price: MF $0.25 HC $0.75

The first document in a three-part study indicates that the purpose of the study was to measure, analyze, and compare the functional deployment of specialists by the local school district. It was necessary to examine the functions performed in order to determine the ratio and adequacy of school district specialists. Data was collected and tabulated from 174 school districts which represented thirty-five percent of the central school districts in New York State. Twenty nine specialist functions were identified and defined. Specific instructions for reading and interpreting tables of statistical data in each of the three parts of the study are included. (JS)

ED 013165 (RC) Goldberg, Gertrude S.
NEW NONPROFESSIONALS IN THE HUMAN SERVICES--AN OVERVIEW. Washington, D.C.: American Psychological Assn., 5 May 1967, 45 p.
Price: MF $0.25 HC $2.35

Large scale employment of the unemployed poor as nonprofessionals in the human services is being proposed as a major deterrent to poverty. Some proponents state that not only will large numbers of poor people be employed, but the quality of services will be improved. Critics of this approach argue that many poor persons are too debilitated by the effects of poverty to assume roles that would be meaningful rather than menial and the quality of services would be deteriorated. The major issues involved are--(1) the capability of the poor to assume both jobs and careers in human services, (2) training the poor for jobs and careers, (3) the responses of professional groups to the employment of new nonprofessionals, and (4) organizational factors related to the implementation of the New Career programs. This paper was presented at the Conference on the Use of Nonprofessionals in Mental Health Work (Washington, D.C., May 3-5, 1967). (ES)

ED 013230 (SP)
RESEARCH UNITS IN LOCAL SCHOOL SYSTEMS. Washington, D.C.: National Education Assn., July 1965.
Document not available from EDRS.

Questionnaire responses providing information about administrative structure, staffing, and duties of research units were received from 108 of 130 school systems having a research unit. Most units are divisions or departments, with directors reporting to a superintendent. Only 28 units devote full time to research. Fifty-seven are also involved in testing, guidance, public information, statistics, planning, and data processing. Staff size and budget are based on responsibility and size of system. Size has less effect than expected--the smallest staffs spent half to three-fourths time in research. Fifty-two percent of the units conduct surveys for other departments in the system as a major responsibility, 42 percent list it as minor, and 6 percent do not engage in such surveys. About 30 other duties are listed. Those cited by more than one unit are development of a research library, processing requests for public law 874 and state funds, salary schedules, teacher certification and retirement, and publicity. Of 102 units, 47 spend less than half time on research, while 77 spend less than half time on surveys and experimental studies. Document available as ERSC 5, for $2.00 from NEA, 1201 16th St., N.W., Washington, D.C. 20036. (AF)

ED 013234 (SP) Goldberg, Gertrude S.
JOB AND CAREER DEVELOPMENT FOR THE POOR--THE HUMAN SERVICES. New York, N.Y.: Yeshiva Univ., Ferkauf Graduate School, September 1966, 36 p.
Price: MF $0.25 HC $1.90

Developing new careers for the disadvantaged as nonprofessional aides performing the less technical and specialized tasks in human services organizations serves three purposes--(1) It frees the professional worker from less critical duties. (2) It increases decent employment opportunities for those having the greatest job problems. (3) It provides intermediaries between the professional and his "clients," thus improving rapport. However, it is often the case that the nonprofessional accentuates his new-found status and alienates himself from the disadvantaged group of which he was formerly a member. In the field of education, it has been proposed that 30 percent of the projected budgets for new teachers through 1970 be spent on jobs for new professionals and 70 percent, for hiring nonprofessionals. Nonprofessionals would perform the technical but less complicated aspects of classroom work and teachers would be freed to do more teaching and other thoroughly professional activities, including training and supervising the nonprofessionals. This modification of the employment structure in the field of education would create a half million new jobs with no additional cost to the taxpayers. Further research is necessary to determine whether such a policy would enhance instruction and learning. (LC)

FD 013235 (SP) Pruger, Robert
THE ESTABLISHMENT OF A "NEW CAREERS" PROGRAM IN A PUBLIC SCHOOL. Contra Costa, Calif.: Contra Costa Council of Community Services, March 1966, 55 p.
Price: MF $0.25 HC $2.85

Under the New Careers Program 16 low-income individuals selected from 175 applicants, were trained as school-community workers (SCW) and assigned to various elementary schools in Richmond, California. The job requirements were--(1) high school diploma or experience in a direct, person-to-person relationship in school or in social service related work, (2) the capability of being trained for the job, (3) the maturity, motivation and ability to relate to school personnel, students and parents, (4) the ability to conduct and record home interviews, (5) the capability of leading parent discussion groups, and (6) the ability to represent the school and discuss its programs with community groups. The group participated in a 9-week orientation and training program which included work with youth, community, Job Corps, and educational agencies. During the summer the SCWs also participated in a separate program specifically oriented to their jobs in the schools. The SCW's actual tasks encompassed (A) individual case work in which the SCW conducts a continued relationship with the student, his parents and his teacher (a manageable case load is 8), (B) direct referrals of students whose classroom behavior has required immediate attention, (C) community contacts in which school programs are interpreted to the parents and support for the school PTA is developed. Principals and supervisors agreed that these and other tasks performed with children and parents by SCWs were of great help. (LC)

ED 013237 (SP) Hartley, James R.
NEW CAREERS FOR NON-PROFESSIONALS IN EDUCATION. FINAL REPORT.
Riverside, California: California Univ., 31 August 1965, 314 p.
Price: MF $1.25 HC $15.80

This report describes an effort to develop a model for teaching and administration in elementary schools, particularly those having large numbers of socially, economically and educationally disadvantaged children. Thirty-two subprofessional teaching assistants, mostly poor and from minority groups, were employed and trained to help children learn. Community acceptance was substantial. Approaches to alleviate current social and educational problems are discussed in relation to (1) increasing unemployment among disadvantaged people, caused by lack of formal education and technological advances, (2) the effectiveness of the more traditional elementary school for educating disadvantaged children, (3) the shortage of professional elementary teachers, (4) overcrowded classroom conditions, (5) communication difficulties between adults and disadvantaged children and (6) techniques for observation and evaluation of teaching and learning. (RP)

ED 013241 (SP) Bowman, Garda W.; Klopf, Gordon J.
NEW CAREERS AND ROLES IN THE AMERICAN SCHOOL. REPORT OF PHASE ONE, A STUDY OF AUXILIARY PERSONNEL IN EDUCATION. New York, N.Y.: Bank Street Coll. of Education, September 1967, 236 p.
Price: MF $1.00 HC $11.90

Because of the common practice of hiring untrained auxiliary school personnel, 11 demonstration training programs were analyzed to provide guidelines for future training of such personnel. This report suggests that such personnel not only *aid teachers and administrators in relieving them of duties*, but also find employment and training for themselves. Often they provide needed individual attention for pupils. Initial problems centered around the relationship of the auxiliaries to the professionals. The preliminary indications of the demonstration training programs are that certain preconditions are necessary for success--(1) role definition and development should be carried out in terms of the classroom duties of both the professional and the nonprofessional, (2) training should encompass teachers and administrators, too, and should be extended to provide for inservice programs and cooperation with local higher education facilities, and (3) institutionalization should occur to incorporate the auxiliary personnel into the system. The institutionalization would provide for the integration of the auxiliaries into the system as permanent personnel, with a clear statement of goals and procedures worked out in advance for specific tasks. Also the auxiliaries should be offered opportunities for upward mobility such as further education but should not be compelled to accept them. (RP)

ED 013289 (VT) Milliken, Mary Elizabeth
THE CARE OF INFANTS AND YOUNG CHILDREN. A PROGRAM TO PREPARE PERSONNEL FOR GROUP CARE OF YOUNG CHILDREN. Raleigh, North Carolina: North Carolina State Board of Education, May 1967, 51 p.
Price: MF $0.25 HC $2.65

Content is outlined for post-secondary, preemployment or upgrading courses to prepare child care workers to work in day care or child development centers, nursery schools, kindergartens, camps, etc. The development group consisted of a committee and subject matter specialists at the state level. Courses are: The Nature and Scope of Day Care for Young Children. Health and Safety of Young Children, and Field Experience in Child Care Facilities. Suggested time allotment at the preemployment level is 330 hours. The teacher should be a specialist in child development with a background in home economics, psychology, pediatric nursing, or preschool education. The student should possess the basic skills needed to profit from the instruction and have an interest and personal qualities necessary for working with young children. The cooperating employer in the child care centers should be involved in the evaluation of all students. The appendix includes a listing of books, pamphlets, periodicals, and films. (MS)

ED 013549 (FL) Fugate, Joe K.
TWO HEADS ARE BETTER THAN ONE--REPORT ON AN EXPERIMENT. 1966, 9 p.
Price: MF $0.25 HC $0.55

During the fall quarter of 1965 at Kalamazoo College, in Michigan, a faculty member and a senior student jointly shared the teaching of two beginning German courses with, in each course, sophomores and some freshmen from all academic departments. The student teacher, in addition to high school and undergraduate study, had spent a year-and-a-half in Germany and had the proficiency necessary for the audiolingual approach used in the teaching. The students never knew in advance which of the two was to be their instructor, though in the weekly double session both participated. A questionnaire at the time of the final examination revealed that while most students had approved of the experiment, the consensus stressed the importance of careful selection of the student teacher. Some felt that the student teacher, closer to their own status, had at times given explanations more clearly than the full-time faculty member. Both teachers thought that their own participation in the experiment was a stimulating and valuable learning experience. (GJ)

ED 013605 (JC) Goodale, Eunice C.; Weisz, Vera C.
ASSISTANT TEACHERS AND TEACHERS' AIDES--TRAINING AND ROLES OF AUXILIARY PERSONNEL FOR EARLY CHILDHOOD EDUCATION PROGRAMS. Boston, Mass.: Garland Junior Coll., 1966, 10 p.
Price: MF $0.25 HC $0.60

The role of the teacher's aide in the classroom has often been defined as that of a helper with routine duties. When properly prepared, however, such auxiliary personnel can actively participate in the teaching-learning situation. The teacher assistant performs many of the same duties as the head teacher but is not responsible for the overall program. The teacher aide assists in the performance of the teacher's duties. The teacher aide or assistant should have skills appropriate to her function, sensitivity in human relationships, and an understanding of group dynamics. Training programs should include carefully coordinated sequences of student teaching, classwork, seminars for feedback and discussion, and individual counseling. Intensive preservice training of the aide will strengthen the entire educative process, and the assistant who has completed a 2-year degree program will free the teacher for development of techniques, materials, and innovative methods. The authors outline proposed job descriptions, selection processes, desirable personal qualities, and training programs for both types of positions. (WO)

ED 013728 (RE) Comstock, Aldythe T.
REMEDIAL READING TEACHERS - WHERE DO YOU FIND THEM. Newark, Del.: International Reading Assn., April 1967.
Document not available from EDRS.

The town of Batavia, Illinois, experimented with a plan for training its own reading teachers. Former teachers and other well-qualified individuals living in the community were hired to teach 2 to 4 days each week. During the preschool planning days, the special reading teachers (one for each elementary school) met with the reading coordinator to get an overall picture of the reading curriculum, the problems that might be encountered, and the materials needed. During the first weeks of school, the special teachers divided their time between meetings with the coordinator and periods in their own schools where they met the faculty and pupils, listened to reading problems, located teaching materials, looked up pupil records or assisted classroom teachers. Children were referred to them by teachers or other individuals. Participation in the program was voluntary. Teachers reported that the children receiving this special instruction were better adjusted to the classroom situation and showed more interest in reading. Records of pupils' progress, their special interests and backgrounds, and materials they had read were kept. This article appeared in THE READING TEACHER, Volume 20, April 1967. (RH)

ED 013778 (SP)
CONCEPTS, STRATEGIES, AND PRIORITIES FOR RESEARCH IN EDUCATIONAL MANPOWER, A SYMPOSIUM ON EDUCATIONAL MANPOWER. FINAL REPORT.
Washington, D.C.: National Education Assn., June 1967, 71 p.
Price: MF $0.50 HC $3.65

In cooperation with the Bureau of Research of the U.S. Office of Education, the National Commission on Teacher Education and Professional Standards of the National Education Association organized a symposium on educational manpower, which was held in Washington, D.C. on January 25 and 26, 1967. The purpose was to clarify concepts and establish priorities for research in educational manpower by bringing together qualified men for intensive discussion. The participants were Francis Keppel, General Learning Corporation, chairman, George W. Denmark, dean, School of Education, University of Wisconsin-Milwaukee, John K. Folger, director, Commission on Human Resources and Advanced Education, National Academy of Science, Lloyd Michael, Superintendent, Evanston Township High School, Evanston, Illinois, Arthur Pearl, professor of education, University of Oregon, Joseph Young, assistant dean, Harvard University Graduate School of Education. They discussed possibilities for research and suggested a strategy and some priorities. Following the discussion, some participants wrote papers elaborating on the subject. After consideration of the discussion and the papers, the commission recommended that priority in educational manpower research should go to studies of role definition and auxiliary staff, to recruitment and career choice, and to study of the teacher reserve. It emphasized the importance of imaginative and unconventional projects designed to yield results of substantial value.

ED 014226 (EM) Nachtigal, Paul
A COMPUTERIZED APPROACH TO THE INDIVIDUALIZING OF INSTRUCTIONAL EXPERIENCES. Boulder Valley, Colo.: Boulder Valley Public Schools, 22 p.
Price: MF $0.25 HC $1.20

A conceptual model of the teaching-learning process uses a systems approach to allow computer analysis of the interaction of the variables. The process includes a teaching-learning environment, composed of variables in a curriculum module, the individual learner and his characteristic variables, and interaction of these two through a teaching-learning cycle. One systems organizer, or statement of educational goals, corresponds to each module and to a curriculum map that locates the module according to sequence of difficulty and level of learning. Each module consists of variables relating to a specific behavioral objective. The learning content and the learning process modules provide information used to make decisions regarding the learner and his environment. The teaching-learning cycle provides the framework for implementation of the decisions. Teachers use 2 computer data-files of curriculum modules and individual student characteristics to make instructional decisions. Implementation of the module will require restructuring of the curriculum by a team of educators, and inservice teacher training. The teacher's new role will be as tutor and consultant on learning activities. An elementary school language arts curriculum is the focus of a pilot project for this model. (LH)

ED 014251 (FL) Pap, Leo; Nostrand, Howard Lee
THE FOREIGN LANGUAGE SPECIALIST AND THE BEGINNING TEACHER, REPORT ON THE SECTION MEETING AT THE NATIONAL TEPS CONFERENCE (NEW YORK CITY, JUNE 25, 1965). 1965, 5 p.
Price: MF $0.25 HC $0.35

The section meeting was concerned with the role of the foreign language specialist in the community as a source of information on foreign cultures and problems of pupils from non-English-speaking homes, and as a help to the beginning teacher in explaining district resources, services and electronic aids. Suggestions for helping the beginning teacher include reducing his teaching load, giving him the Modern Language Association proficiency tests, offering pre- and in-service courses, and encouraging class visitation. (AS)

ED 014455 (SP) Brown, Edward T.; and Others.
THE TEACHER AIDE IN SOUTH CAROLINA. PRELIMINARY REPORT OF STATUS STUDY. July 1967, 22 p.
Price: MF $0.25 HC $1.20

This survey of the present status of teacher aides in South Carolina presents data on the education, experience, selection, training and duties of 219 aides added under Title I of the Elementary and Secondary Education Act of 1965. Information was collected via questionnaire. Among the major findings were (1) The age of the aides ranged from under 21 to over 66 with the majority (57 percent) being under 30 years old. (2) 48 percent of the aides had only a high school diploma while 50 percent had some college experience. (3) Most aides had some prior public or private experience (i.e., substitute teaching, recreation, church work, babysitting) in working with children. (4) 78 percent indicated they had had no training by their school district before assignment. (5) The most frequently performed duties of the aides were (a) clerical work, (b) housekeeping, (c) instructional support, (d) technological work, and (e) monitorial duties. (AW)

ED 014524 (UD) Hansen, Carl F.; Nickens, Norman W.
MODEL SCHOOL DIVISION--A REPORT OF THE BOARD OF EDUCATION, JUNE 1967.
Washington, D.C.: District of Columbia Public Schools, June 1967, 64 p.
Price: MF $0.50 HC $3.30

Described in this report is the Model School Division (MSD) which serves the inner-city public schools of Washington, D.C. Functioning as a semi-autonomous unit within the school system, MSD has as its basic objectives improving educational quality, serving the special educational needs of the community, stimulating school-community involvement, and initiating administrative innovations. One of its special goals has been the development of new programs to improve the learning potential of a target population of some 16,500 disadvantaged students. Programmatic innovations include staff development, curriculum improvements, new classroom organization, and cultural enrichment. Other MSD programs have been in the areas of training college graduates for urban teaching, evolving a corps of "paraprofessionals" to be assistants and aides, opening five preschool centers, and developing the MSD units into "community schools." Three new programs which are planned are a cooperative college-school project, a residential junior high school, and a high school course in data processing. Evaluations of MSD have been conducted by independent institutions and by the division itself. The major difficulty faced by MSD is the constant uncertainty about funding and other support from the Board of Education. (NH)

ED 014641 (AC) Kestenbaum, Sara
INSTITUTE FOR URBAN SERVICE AIDES, A PROJECT OF GEORGETOWN UNIVERSITY UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. Washington, D.C.: Georgetown Univ., February 1967, 15p.
Price: MF $0.25 HC $0.85

Georgetown University, through a grant from Title I of the Higher Education Act, is establishing an institute for the continuing education of individuals of low socioeconomic status, who work as subprofessionals. These aides are currently employed in public and private social institutions. The goals of the program include providing a broad educational experience, developing permanent and new aide jobs, and promoting job mobility. There will be a one-year course of study, four hours a week, split into two two-hour sessions. Both the aides and their employers felt that the main educational needs of the aides were individual growth and development, and knowledge of the urban setting and group functioning. Some also saw a need for remedial courses in reading and mathematics and for instruction in recording, note taking, and public speaking. It is hoped that these aides will become leaders, translating neighborhood concerns into effective organization and expression. (LY)

ED 014642 (AC) Riessman, Frank
TRAINING THE NONPROFESSIONAL. Union, N.J.: Scientific Resources Inc., January 1967, 19 p.
Price: MF $0.25 HC $1.05

Increasingly, proposals are emerging for the large scale employment of nonprofessionals in the human services where inexperienced people learn to perform jobs (in schools, hospitals, and service agencies) normally allotted to professionals. In the concept of jobs first, training built in, entry jobs become the motivators for further development of the nonprofessional. If the New Careers movement is to grow, if the opportunity structure is to be opened up so that jobs can become careers and aides can rise to become professionals, major institutional changes must take place and large numbers of trainers must be recruited and trained. It is suggested that trainers be recruited from several sources, such as Peace Corps returnees, and college graduates, and that traditional credentials be waived except for the small group of senior trainers (trainers of trainers). Nonprofessionals and their trainers would be trained simultaneously, on the job, thus providing immediate work output while developing training cadres. Principles of training the nonprofessionals include--(1) field-based training preceded by short preservice training, (2) systematic inservice training related to job experience, planned so that success in learning skills is guaranteed for aides at each phase, and (3) team or group training, including group discussions and modified sensitivity training. (AJ)

ED 014664 Edwards, William L.; Cohen, Edmund D.
AIDES FOR ADULT EDUCATION, A TRAINING PROGRAM FUNDED BY THE OHIO BOARD OF REGENTS UNDER TITLE I OF THE HIGHER EDUCATION ACT. FINAL REPORT. Cleveland, Ohio: Western Reserve Univ.; Cleveland Public Schools, 1967, 18 p.
Price: MF $0.25 HC $1.00

The Aides for Adult Education Workshop (February 10--May 20, 1967) was held in Cleveland, Ohio by Cleveland College and the public school system to develop better classroom communication and a more intensive learning situation for disadvantaged adult students. Twenty welfare recipients, almost all Negro women, were selected for aide training on the basis of verbal ability, reading comprehension, interpersonal attitudes, and attitudes toward educational institutions and community organization. Experienced teachers in public school adult education were chosen for the project according to successful classroom performance, interest in a training project, and a felt need for the help of an aide. Workshop activities were designed to give both aides and teachers an overview of adult basic education, curriculum materials, classroom organization, and procedure. An evaluation of classes with and without aides showed that with aides, more individual help is given, and teachers lecture more and answer questions less. The teachers themselves felt that they could effectively handle larger classes with aides. (The document includes appendixes and workshop statistics.) (LY)

ED 014816 (EA) Chesler, Mark A.; Barakat, Halim I.
THE INNOVATION AND SHARING OF TEACHING PRACTICES I--A STUDY OF PROFESSIONAL ROLES AND SOCIAL STRUCTURES IN SCHOOLS. FINAL REPORT.
Ann Arbor, Mich.: Michigan Univ., Inst. for Social Research,
July 1967, 259 p.
Price: MF $1.00 HC $13.05

In a study to determine the personal and organizational conditions associated with innovation and sharing of classroom teaching practices, data were analyzed from a 95 percent response (473 of 499 total) to a self-report questionnaire administered to the entire professional staff of three school systems comprising 21 elementary and secondary schools in southeastern Michigan. Findings indicate that teachers who feel that their own personal power and that of their colleagues is influential in school decisionmaking processes are more often involved in innovating and sharing. Teachers who are more intimately involved in professional exchange transactions with their colleagues are also more likely to be highly involved in innovating and sharing. Staff feeling that there is strong pressure to conform to school norms and procedures is negatively related to innovation. Finally, innovative teachers see their principal as insuring professional autonomy by mediating external pressures and providing freedom from internal pressures. The sharing of classroom practices requires some mechanism for information processing among peers while innovation does not. Implications of the study are summarized as aids in the planning of educational change programs. (JK)

ED 014921 (FL) Johnson, Charles E.; and Others.
THE NON-SPECIALIST TEACHER IN FLES. National Fed. of Modern Language Teachers Assn., February 1967. 6 p.
Price: MF $0.25 HC $0.40

A 3-year experiment, begun in 1959 in the Champaign, Illinois public schools, was designed to determine the effectiveness of nonspecialists in FLES programs. The two control classes in the experiment were taught by a specialist who modeled, appraised, and represented the culture of the language in an audiolingually oriented classroom situation, while the two experimental classes, taught by nonspecialists, had their learning activities centered on closed circuit telecasts and professionally prepared and coordinated tapes recorded by native informants. Although the control groups surpassed the experimental groups in the areas of pronunciation, oral reading, and immediacy and appropriateness of response on the pictorial, taped, and personal evaluation tests, the experimental groups performed substantially above the achievement level of 60 percent of the mean raw score obtained by the control group, which had previously been determined as acceptable. The results supported the hypothesis that general elementary teachers, with the aid of a specially designed program and newer media, can guide FLES students to a listening and reading comprehension level comparable to that achieved by classes taught by specialists, but cannot train students adequately to respond in conversational settings. This article appeared in the MODERN LANGUAGE JOURNAL, Volume 51, Number 2, February 1967, pages 76-79. (AB)

ED 015149 (SP) Newman, Richard S.
AIDES FOR TEACHERS, A REPORT PREPARED FOR THE RESEARCH AND DEVELOPMENT COUNCIL. Larkspur, Calif.: Tamalpais Union High School Dist., September 1965, 79 p.
Price: MF $0.50 HC $4.05

After a survey of the literature and the existing teacher aide programs in the San Francisco Bay area, the following conclusions were drawn--(1) Teacher aide programs constitute a new and useful service to teachers and students. (2) An aide is one who relieves the teacher of nonprofessional duties. (3) Aides' tasks fall into the broad categories of (a) clerical work, (b) lay readers, (c) preparation of enrichment materials, and (d) assistant in instructional and resource materials centers. (4) Ten districts in the San Francisco area are using teacher aides and consider them a welcome addition to their staff. (5) Both paid and volunteer programs are working well. (6) The programs do re-deploy teaching loads to allow more time for instruction. (7) Aide programs must have school board and school personnel acceptance. A number of recommendations are made. They mostly emphasize the need for pre-planning, coordination, and full job description. Questionnaires and detailed findings are presented. (RP)

ED 015169 (SP) Coulson, John E.
THE TEACHER'S ROLE IN CLASSES USING SELF-STUDY MATERIALS. 6 May 1967, 3 p.
Price: MF $0.25 HC $0.25

Two studies designed to explore the role of the teacher in the classroom are described. The first study used about 5 hours of programed high school geometry materials. It was hypothesized that effectiveness of these materials would be increased if the teacher actively augmented instruction through rephrasing difficult items, adding examples, working problems with the student and branching the student to different parts of the program. Comparison of this active teacher role, with a merely monitorial one, revealed no differences among treatment groups on a posttest. Results lead to the conjecture that the teacher should program his own behavior as carefully as the instructional material is programed, in order to be able to augment the material. The second study is an attempt to apply empirical trial-and-revision procedures to improve classroom instruction for first-grade Mexican-American children. Classroom observation of reading instruction in 2 elementary schools coupled with a testing program revealed particular deficiency in use of some particularly critical adjectives and prepositions. The plan is to develop a decision flow chart from useful techniques to help the teacher select materials and methods for different children. Use of other children and parents as tutors, and tangible reinforcers as well as many types of instructional materials are under consideration. Paper presented at the Western Psychological Assoc. Convention, San Francisco, Calif. May 6, 1967. (AF)

ED 015171 (SP) Metzner, Seymour; Neuman, Jeffrey
THE TEACHER AUXILIARY--AIDE OR MAID, AN ANALYSIS WITH ANNOTATED BIBLIOGRAPHY. 1967, 28 p.
Price: MF $0.25 HC $1.50

This paper summarizes and evaluates the available literature and research on the employment of teacher aides in our public schools. First, the present status of the teacher aide is depicted, as well as current trends in the utilization of school aides. Then the aims of various teacher aide programs are described in detail, covering the full range of duties assigned to the auxiliary, as well as the problems encountered and the solutions that have been attempted. Finally, past and present techniques and programs are analyzed and evaluated, and needed research and follow-up studies in the area are suggested. (RP)

ED 015178 (TE) Burke, Virginia M.
THE LAY READER PROGRAM IN ACTION. Wisconsin Council of Teachers of English, November 1960, 12 p.
Price: MF $0.25 HC $0.70

In 1960, the Wisconsin Council of Teachers of English conducted an interview and questionnaire survey of participants in two lay-reader programs at the secondary level--(1) a program at Racine in its first full semester in which lay readers corrected and evaluated, but did not grade, approximately half of the themes from selected classes, and (2) a program at Sheboygan in its fourth semester in which lay readers corrected, evaluated, and tentatively graded all themes from selected classes. Both programs required teachers to review the readers' evaluations before the compositions were returned to students, and restricted lay readers to courses for college-bound students. In general, teachers, students, and readers favored the programs because they led to more frequent student writing, provided criticism from a second viewpoint, and aided the student in preparing for more rigorous writing assignments in college. Important aspects for success of the programs were--(1) contact between the lay readers and their classes, especially in the form of conferences, (2) good rapport and understanding among teacher, reader, and student concerning the criteria for grading themes, and (3) the prompt return of papers, enabling students to see corrections on one theme before writing another. Generally, all participants felt that the assigning of final grades to papers should remain the teacher's responsibility. Although not a substitute for smaller classes and class loads, and not affecting regular classes of terminal students where the real burden of theme-correcting lies, the lay-reader programs proved to be effective in enriching the curriculum for superior students. This article appears as "Wisconsin Council of Teachers of English Special Bulletin No. 1," November 1960. (DL)

ED 015222 (UD) Burns, Thomas J.
NEW HAMPSHIRE STATE EVALUATION REPORT--TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT. Concord, N.H.: New Hampshire State Dept. of Education, 7 December 1966, 55 p.
Price: MF $0.25 HC $2.85

The first part of this report is a description of the organization and operation of the 1965 Elementary and Secondary Education Act Title I projects in New Hampshire. The activities of 100 percent of the projects are reported. Information about the projects was exchanged among local school districts and visits to comparable school districts in other New England states are being planned. There are also plans to produce six to twelve television programs about Title I projects. The Independent New England Educational Assessment Project helped to survey the status of teacher aides in the New England schools and to develop a guidebook for choosing effective evaluation instruments and methods. The major problems of the projects were lack of staff to review proposal, and misconceptions on the local level about the purposes and scope of the projects and about which agency controlled funds. Also, need was felt for greater expertise and sensitivity on the part of educators in interpreting test results. Title I projects were well coordinated with Community Action Programs after an initial failure of communication. The comprehensive analysis section of the report offers data on allocation, distribution, enrollment, project areas, funded activities, innovative projects, ways of increasing staff, and most commonly used measuring instruments. A chart analyzes effective activities and methods by grade levels. There is an extensive section of tabular data. (NH)

ED 015363 (AC) Linger, Bernard L.
INSTITUTE IN MUSIC FOR SOUTHEASTERN KENTUCKY AREA ELEMENTARY PUBLIC SCHOOL TEACHER AIDES. FINAL REPORT. Barbourville, Ky.: Union Coll., 7 July 1967, 8 p.
Price: MF $0.25 HC $0.50

To improve elementary music instruction in the public schols, 19 southeastern Kentucky teacher-aides attended an institute in music held at Union College (Barbourville, Kentucky) for two weeks, June 19-30, 1967. For two hours each day they studied the use of phonograph records, group singing, classroom instruments, rhythmic dance, and the relationship of music to acoustics, sociology, art, and geography. There were three instructors. Each student received a songflute and instruction book, a programed textbook dealing with music terminology, and workshop samples of publishers' songbook series. A formal letter was prepared for each participant requesting materials for her use in her school. A certificate of attendance was awarded. Each participant evaluated the institute through a questionnaire completed and returned by mail. All requested that the institute be repeated, preferably during the summer. None said it was too long and several desired followup sessions during the school year. The instructors suggested that followup inservice programs be held, that similar institutes for teacher-aides in art, drama, and recreation be scheduled, and that a music institute be held for recreational leaders in the Appalachia area community centers. (The document includes an itemized budget.) (AJ)

ED 015551 (EA) Shaw, Alvie L.
AN ANALYSIS OF THE POSITION OF RESEARCH DIRECTOR IN THE PUBLIC SCHOOL SYSTEMS THROUGHOUT THE FIFTY STATES. SUMMARY REPORT. Denver, Colo.: Denver Univ., August 1967, 23 p.
Price: MF $0.25 HC $1.25

This study's purpose was to determine (1) the requirements for the position of research director in public school systems in the fifty states, (2) distinguishing characteristics of the research director's position, and (3) the nature of the research director's job. A review of the literature provided the basis for the construction of a questionnaire sent to 214 school districts with student enrollments of more than 12,000. One hundred sixty-eight usable responses were received. Some of the more notable findings included--(1) the master's degree was the most common degree requirement, (2) a high percentage of school districts did not have major or minor field requirements, (3) the superintendent of schools was the immediate supervisor of the research director in 56.5 percent of the school districts, (4) the research director directly supervised personnel in 80.9 percent of the districts, and (5) the major areas of responsibility of the research director were in the areas of evaluation of experimental programs, surveys, reports, evaluation of projects funded by the federal government, consultant services, and testing. From the literature review, findings, and study conclusions, recommendations were made concerning the position of the public school research director. (HW)

ED 015646 (EM)
EDUCATIONAL MEDIA IN TRANSITION. New York, N.Y.: Educational Council Inc., October 1963. 54 p.
Price: MF $0.25 HC $2.80

Guidelines for the following projects were prepared by members of the Educational Media Council--(1) assessment of the unique educational potentials of various media, (2) teacher and specialist preparation for use of educational media, (3) an information-dissemination program, (4) development of bibliographic control of educational media, and (5) development of recommended technical specifications for educational media. Media assessment theoretically can be aided by development of a media research program whose goal is prediction and control of learning events. Among difficulties in current research are the "synergistic" effect of media in combination, and recurrent findings of "no significant differences" among learning effectiveness of media. To obtain significant differences, it is suggested that research must become more sophisticated in theory, design, and instrumentation. (LH)

ED 015664 (EM) Caldwell, Harold
PERSONNEL FOR A COMPLETE INSTRUCTIONAL PROGRAM--PRINTED AND NON-PRINTED MATERIALS--LIBRARY AND AUDIOVISUAL SERVICES--FOR ELEMENTARY AND SECONDARY SCHOOLS. Topeka, Kansas: Kansas State Dept. of Public Instr., 1964, 13 p.
Price: MF $0.25 HC $0.75

This report provides a checklist of jobs and responsibilities for personnel in a complete instructional program. This should help to determine the staff needed for a particular school situation. (MS)

ED 016004 (UD) Klausmeier, Herbert J.; and Others.
PROJECT MODELS--A FACILITATIVE ENVIRONMENT FOR INCREASING EFFICIENCY OF PUPIL LEARNING AND FOR CONDUCTING EDUCATIONAL RESEARCH AND DEVELOPMENT. Madison, Wis.: Wisconsin Univ., June 1967, 39 p.
Price: MF $0.25 HC $2.05

Project Models is a cooperative project of the University of Wisconsin R/D Center on Cognitive Learning, local school systems, and the state education department. The project's aim is to increase the efficiency of student learning and to facilitate research and development activities by reorganizing the structure of the elementary school into research and instruction units, which concentrate on reading and language arts, arithmetic, and science. These units, composed of a unit teacher specialist, certified teachers, teacher aides, and students, replace the traditional self-contained classrooms and redefine personnel roles and relationships. The paper specifically describes a prototypal building organization and instructional program and discusses the training of unit leaders and the roles of the building principal and team members. It also outlines the requirements and conditions for such a "facilitative environment." (NH)

ED 016005 (UD) Smith, Richard J.; Klausmeier, Herbert J.
THE DEVELOPMENT OF A FACILITATIVE ENVIRONMENT FOR LEARNING AND RESEARCH THROUGH R/I UNITS IN THE SECONDARY SCHOOL, 1966-1967. Madison, Wis.: Wisconsin Univ., July 1967, 14 p.
Price: MF $025 HC $0.80

This paper describes the introduction of the concept of the research and instruction unit in seven secondary schools in Wisconsin. The concept of the unit, originally developed in elementary schools as part of project models, is based on a reorganization of the traditional school structure and the introduction of new roles and relationships for school personnel. Each unit is composed of a leader specialist, certified teachers, non-certified aides, and students. The idea was developed by the University of Wisconsin Research and Development Center for Cognitive Learning which is studying the research and development aspects of these innovations. The objectives of this team teaching scheme are to develop systems of concept learning, individualization, and motivation. The application of the concept is flexible and the specific form it takes depends on the situation in a particular school. On the secondary school level this instructional innovation has been directed to the study of mathematics, science, English, social studies, and, in one school, physical education. The paper specifically describes how the units operate in some of the schools. (NH)

ED 016010 (UD) Klausmeier, Herbert J.; Quilling, Mary R.
AN ALTERNATIVE TO SELF-CONTAINED, AGE-GRADED CLASSES. Madison, Wis.: Wisconsin Univ., 1967, 15 p.
Price: MF $0.25 HC $0.85

This paper describes the Research and Instruction (R/I) units which were organized in elementary schools in five Wisconsin cities to improve student learning and to facilitate school-related research, development, and innovation. Each unit is composed of a leader (teacher specialist), certified teachers, noncertified aides, and students. The number of personnel varies according to the number of students in a group. An important feature of the R/I school is the instructional decision-making committee made up of the principal and unit leaders. When test scores in the experimental R/I units were compared with scores in control schools, the R/I unit children showed greater gains in spelling, language, vocabulary, and arithmetic. "Dramatic" field test results were obtained in one school serving disadvantaged children, where students had a greater than expected gain in mean performance on the Stanford Achievement Test. It is felt that these data show that it is possible to narrow the achievement gap between disadvantaged and average students. The paper also discusses such innovative instructional methods as individual conferences, the use of older children as arithmetic helpers, the offer of small rewards to stimulate reading. These R/I units are said to be very helpful to the beginning teacher who benefits from free periods for preparation and from the guidance of the unit leader. (NH)

ED 016397 (EM) Joyce, Bruce R.
MAN, MEDIA, AND MACHINES--THE TEACHER AND HIS STAFF. Washington, D.C.: National Education Assn., 1967, 28 p.
Price: MF $0.25

An organizational model for the school is proposed, placing teachers at the center of the decision-making process and providing them with a supportive staff to help individualize education. In this model, a direct instruction team works with a professional staff, who organize instructional materials and provide consultant help, at the instructional support centers. Copies of this document may be obtained for $0.75 each from the National Education Association, Publications-Sales Section, 1201 16th Street, N.W., Washington, D.C. (MS)

ED 016452 (JC) Roberts, Edward R.
A TEACHER AIDE CURRICULUM AT RIO HONDO JUNIOR COLLEGE--ITS IMPLEMENTATION, EFFECTIVENESS, AND EVALUATION AS RELATED TO ITS USE WITHIN THE LOS NIETOS SCHOOL DISTRICT. Los Angeles, Calif.: California Univ., March 1967, 38 p.
Price: MF $0.25 HC $2.00

Rio Hondo Junior College established a 2-year program to train teacher aides for service in the Los Nietos Elementary School District. This report (1) traces the development of the teacher aide program, (2) describes the curriculum leading to the AA degree, (3) outlines the course content, (4) presents samples of an attitude scale and an evaluation form, (5) lists the typical duties of teacher aides, (6) defines criteria and procedures for evaluating aides, (7) reviews similar programs in four other districts, (8) summarizes teacher reaction to the use of teacher aides, and (9) quotes pertinent sections of the California Education Code. (WO)

ED 016737 (UD) House, John; and Others.
ONE HUNDRED SELECTED PROJECTS. TITLE I ESEA. Albany, N.Y.: New York State Education Dept., 15 May 1967, 164 p.
Price: MF $0.75 HC $8.30

This compilation is a selection of outstanding projects planned and instituted by local school districts in New York State during the 1965-66 school year, grouped by their distinctive focus or major subject area. Some projects provided instruction in such areas as art and reading, while others offered services. Some programs were designed for specific groups of students (e.g., elementary, secondary, handicapped) or were concerned with improving teaching personnel (e.g., inservice, teacher aides). A few were joint projects, those in which several contiguous school districts or whole supervisory districts cooperated. Other projects were comprehensive and provided varied services. There were two types of vocational programs--occupational (teaches vocational skills) and work-study (provides part-time employment which is coordinated with course work). There were also summer programs which provided instruction in various subject areas. It is noted that each school district represented has made provisions for extending services on a comparable basis to educationally disadvantaged children enrolled in nonpublic schools. Estimated costs of the projects are given. This document is also available from the University of the State of New York, office of Title I, ESEA, Albany, New York. (AF)

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ED 017051 (EA) Findley, Warren G.
EFFECTIVE USE OF TEACHER TIME IN THE ELEMENTARY SCHOOL--TEACHING ASSISTANT, TEACHER AIDES, ETC., ABSTRACTS OF RESEARCH PERTAINING TO. Athens, Ga.: Georgia Univ., Research and Development Center in Educational Stimulation. May 1966. 10 p.
Price: MF $0.25 HC $0.60

Fourteen research reports, published between 1960 and 1964, which pertain to effective use of teacher time in the elementary school are briefly summarized. This document is also available from Doyne M. Smith, Associate Director of Dissemination, Research and Development Center in Educational Stimulation, 103 Baldwin Hall, University of Georgia, Athens, Georgia 30602. (HM)

ED 017053 (EA) Smith, Richard J.; Klausmeier, Herbert J.
THE DEVELOPMENT OF A FACILITATIVE ENVIRONMENT FOR LEARNING AND RESEARCH THROUGH R AND I UNITS IN THE SECONDARY SCHOOL, 1966-1967, Madison, Wis.: Wisconsin Univ., May 1967, 14 p.
Price: MF $0.25 HC $0.80

This paper describes the nature and purpose of the R and I unit in the secondary school. The research and development activities of various units in the subject-matter areas of science, English, mathematics, social studies, and physical education in four Wisconsin school systems are briefly discussed. EA 001 022 is a related document. (HM)

ED 017334 (PS) Horton, Della M.
A TRAINING PROGRAM FOR MOTHERS. Nashville, Tenn.: George Peabody Coll. for Teachers, 5 p.
Price: MF $0.25 HC $0.35

Four objectives were described as part of the training program for mothers. Step 1 was to establish parental cooperation explaining the need for interaction between mother and child. Step 2 was to erase some of the tension, fear, and frustration that was aroused when mothers knew they would be tested before the program was under way. Step 3 was to give mothers an overall view of the variables, perceptual and conceptual, as well as attitudinal development in persistence, tolerance and delay of gratification. Step 4 was to help mothers understand the development of their children as the process of a series of systematic experiences being linked together to form a complete pattern of skills and understanding. Phase 1 of the program in the classroom consisted of orientation and directed observation. Phase 2 consisted of demonstration and role play. Phase 3 consisted of classroom participation with minimal structure. Phase 4 consisted of instructional participation in the classroom. These 4 phases of involvement began to yield immediate results. The mothers began to be curious and to ask questions. The data from the research indicated that such a program can have a marked effect upon the mothers from disadvantaged backgrounds. For example, several mothers returned to school. Also, several families planned to leave federal housing to buy their own homes. (CO)

ED 017335 (PS) Karnes, Merle B.; and Others.
AN APPROACH FOR WORKING WITH MOTHERS OF DISADVANTAGED PRESCHOOL CHILDREN.
Urbana, Ill.: Illinois Univ., Institute of Research for Exceptional Children, 18 p.
Price: MF $0.25 HC $1.00

A preschool educational program was developed in which the only teacher for the child is his mother. It was hypothesized that mothers of low socioeconomic and educational level can contribute materially, with minimal but proper training, to the intellectual and linguistic development of their children. The training program for the mothers consisted of 11 weekly 2-hour sessions in which experienced preschool teachers worked with the mothers in preparing simple inexpensive projects and materials to be used with the child, and instructed the mothers in how to use the materials. These mothers were paid $3.00 per session. Thirty children were involved, ranging in age from 39 months to 51 months at the time the 12-week program began. The children, half of whom were to be instructed by their mothers and half of whom were to receive no compensatory instruction, were initially matched on sex and intelligence quotient. All of the children received pre- and posttests on the Stanford-Binet, which measures intelligence level and on the ITPA, which measures language ability. The test results showed that the instructed children gained significantly more in intelligence level over the 12 weeks than did the control children and also improved in linguistic functioning more than did the control group. The hypothesis was demonstrated to be accurate, but it cannot yet be concluded whether or not the gains can be sustained over the future. (WD)

ED 017548 (UD) Pearl, Arthur
NEW CAREERS, ONE SOLUTION TO POVERTY. 1967.
Document not available from EDRS.

Despite the current advance in technology and the recent population growth, meaningful employment is still available, even for minimally skilled persons. A free, fluid, and "people-oriented" society should provide as many career opportunities as there are people to take advantage of them. Thus in the human services, which include teaching and health, education, welfare, and recreation organizations, professional duties might be hierachically divided to provide many underemployed or unemployed minimally skilled persons with an entry position leading to further education and a permanent upwardly mobile career. In this way, rather than demand that employees have professional credentials, which guarantee nothing and actually bar many potentially able persons from a career--disadvantaged Negroes in particular--employers would consider the value of the learning experiences which workers have had on the job. And, if minimally skilled persons were employed in the schools as teacher aides and assistants, the alienation of the lower class student from the middle class bureaucracy of the school might considerably lessen. Finally, in addition to motivating unemployed and uninvolved youths, and financially and psychologically helping minimally skilled workers, a "New Careers" innovation would relieve the professional of necessary but menial tasks, fill the labor shortage in the human services, and boost the economy by increasing the purchasing power of the minimally skilled. Moreover the availability of new careers might help narrow the increasing gap between negro and white incomes and advance the progress of the civil rights movement. This article is published in PHRA, Volume 2, Number 5, P. 23-34, September-October 1967. (LB)

ED 017582 (UD)
NEUTRALIZATION, A PLAN FOR DECENTRALIZATION. New York, N.Y.: Center for Urban Education, 28 August 1967, 2 p.
Price: MF $0.25 HC $0.20

A saturation compensatory education program in a Bedford-Stuyvesant (New York City) public school is being organized by Project Beacon of Yeshiva University. The 140 pupils in the fourth grade will be heterogeneously grouped and then grouped by talent in the areas of art, music, and drama. An experimental curriculum, individual and small group instruction, smaller classes, intensive guidance services, and a parent involvement program are features of this experiment. There will be eight teachers assigned to the project, six of them in charge of classes, one cluster teacher, and one teacher specialist. Community residents will fill two parent-school liaison posts and several positions as school aides. Another feature of the project is a "crash" reading program for 100 of the most disruptive students and poorest readers in grades three to six. Project Beacon will offer inservice training to the entire school teaching staff. A community representative will sit on the governing board, which is responsible for evaluating the project, and at a later time workshops will be designed to prepare parents to participate in the school's management. This article is published in The Center Forum, Volume 2, Number 2. (NH)

ED 017613 (UD)
STATE OF ARIZONA ANNUAL EVALUATION REPORT, FISCAL YEAR 1967, TITLE I, P.L. 89-10, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. Phoenix, Ariz.: Arizona State Educational Agency, 1967, 20 p.
Price: MF $0.25 HC $1.10

In this report Arizona's 1967 compensatory education projects are evaluated according to the format stipulated by the Office of Education. A major accomplishment has been the development of programs to teach English as a second language to the American Indian and Mexican-American students who constitute the largest segment of Arizona's disadvantaged youth. The establishment of preschool and kindergarten programs and the effective employment of teacher aides are felt to be other achievements. The report contains data on the students' performance on the Metropolitan Achievement Test in Reading and Arithmetic and on the Stanford Achievement Test in Reading. It also describes several exemplary projects. (LB)

ED 017735 (VT) Zimmermann, Beatrice B.; Amos, Ruth
A SURVEY OF THE NEED FOR PRE-SCHOOL TEACHER TRAINING. Grand Forks, N.D.: North Dakota Univ., January 1968, 27 p.
Price: MF $0.25 HC $1.45

This study was made to arouse interest in preschool education and to assess the need for a training program for preschool teachers and assistant teachers in and near the city of Minot, North Dakota. Opinions from eighty educators and government officials and teachers and administrators of preschool programs were secured by personal contacts, questionnaires, and telephone conversations. The data indicated a real need for training at the professional and paraprofessional level and for training essential for good teacher education. Educators and administrators approved the development of a course for child care and training, and over half of the teachers and administrators of preschool programs expressed definite interest in taking child development courses. High school home economics teachers felt there were possibilities for child care training among wage earning classes, and the North Dakota State Supervisor of Home Economics Education foresaw the development of child care courses in high school vocational education programs to train teacher aides and child care assistants. It was recommended that a training program for preschool teachers and assistants be initiated at Minot State College. Suggested programs include course listings and credit hours for a Bachelor of Science degree for certification of professional teachers in preschool education, for nondegree teachers or a minor in preschool education, and for semiprofessionally trained personnel in preschool agencies. A bibliography and the questionnaire are included. (HC)

ED 018841 (CG)
FUNCTIONS OF VISITING TEACHERS IN MICHIGAN. SUMMARY OF PRELIMINARY FINDINGS. Ann Arbor, Mich.: Michigan Univ., Midwest Research Center, 38 p.
Price: MF $0.25 HC $2.00

The tasks performed by visiting teachers as identified by teachers as identified by visiting teachers, the actual task performance of visiting teachers as viewed by principals, teachers and school diagnosticians, and the tasks that visiting teachers should perform according to school personnel were studied. Data was obtained through questionnaires. The first section included questions on the visiting teachers' backgrounds and the characteristics of the school buildings in which they worked. This section, which only visiting teachers responded to, concerned the functions performed by the visiting teacher and the staff's perception of the visiting teacher. The second part consisted of comparisons of the visiting teacher's role as viewed by visiting teachers, principals, school diagnosticians and teachers. Subjective opinions by the teachers and principals in response to three essay questions were included in the third part, while the final section presented suggestions for improving the program. Analysis of the data showed that the school personnel did not understand the role of the visiting teacher nor was there agreement between the personnel and the visiting teacher on which problems should be referred to the visiting teacher as the first step and what functions should make up the visiting teacher's role. (CG)

ED 018857 (EA) Rubin, Louis J.
THE CENTER FOR COORDINATED EDUCATION AND EDUCATIONAL CHANGE, February 1968, 18 p.
Price: MF $0.25 HC $1.00

The Center for Coordinated Education seeks, through practical experiments in schools, to learn more of needed improvements and the processes for their realization. During the 1967-1968 period, the Center is sponsoring three series of projects. (1) Testing of a new approach to the professional growth of principals and teachers will involve 10 schools and their total instructional staffs, will utilize the principal as instructional leader, and will integrate major components of classroom instruction. These training programs will attempt to achieve greater consistency in the schools' instructional programs by reducing conflicting teaching goals and by increasing congruence of teaching objectives and methods. (2) Projects on the diagnosis of school weaknesses will require the corporate school staff to compare actual student achievement of learning objectives with anticipated achievement. The diagnostic procedure will consist of clarification and appraisal of purpose, evaluation of instruction in terms of stated objectives, diagnosis of factors accounting for differences between anticipated and actual teaching outcomes, and planning improvements. (3) Eleven projects on the utilization of innovations are designed to increase knowledge about the rational use of innovations. Preparation for installation of an innovation will include specification of expected benefits, innovation appropriateness, staff retraining, required materials, and effects. This paper was prepared for delivery to the American Educational Research Association (Chicago, Illinois, February 8-10, 1968). (HM)

ED 018872 (EA) Shipp, Mary D.
TEACHER AIDES IN LARGE SCHOOL SYSTEMS. American Assn. of School Administrators, April 1967, 60 p.
Price: MF $0.50

This report discusses teacher aides, their use, pay, selection, training, and supervision. Replies to 217 questionnaires sent out in 1966 by the NEA Research Division provide the data sources. Included among the findings are (1) a large majority (76.5 percent) of the teacher aide programs have been developed since 1960, (2) 74.2 percent of the school systems use only paid aides, 0.9 percent use only volunteer aides, and 24.9 percent use both paid and volunteer aides, (3) elementary schools use two-thirds of the aides, (4) the most frequently listed duty of paid aides is duplicating tests and other materials, (5) most paid aides work over 20 hours per week, (6) a typical wage for aides is around $2.00 per hour, and (7) recruitment of teacher aides is generally not difficult. This article appears in Educational Research Service Circular, Number 2, 1967, and available from the Educational Research Service, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, for $1.50. (HW)

ED 019009 (EM) Archer, N. Sidney; Woodlen, Milton C.
THE TEACHER, PROGRAMED MATERIALS, AND INSTRUCTIONAL INTERACTION--AN ASSESSMENT OF FIVE SELECTED CONDITIONS OF TEACHER AND PROGRAM INTEGRATION. FINAL REPORT. Harrisburg, Pa.: Pennsylvania State Dept. of Public Instruction, May 1967, 26 p.
Price: MF $0.25 HC $1.40

Five different teaching strategies were investigated in utilization of programed instructional materials for first-year algebra. Teachers used either traditional algebra or a modern math program. Teaching conditions ranged on a continuum from rigid classroom organization and teacher-controlled student pace to flexible organization and student-determined pace. At the end of the year, there were no significant differences among conditions in student achievement, in student attitude toward mathematics or programed instruction, or in teacher attitude toward programed instruction, individualization of instruction, and educational research. Teacher attitude affected student achievement. Teachers tended to make more unfavorable comments about those teaching conditions which departed from the traditional modes. Reading scores were the best predictor of math achievement. It was found that programed instruction can be used in at least five different ways without significantly altering student achievement or attitude, and that both students and teachers can depart from conventional modes of instruction. The significant finding was that no one condition was outstanding, that each condition had a high pay-off for some teachers and students--for others, the same condition was an abomination. (BB)

ED 019200 (RE) Gallant, Ruth
TEACHER AIDE EXPERIENCES AS A SUPPLEMENT TO READING METHODS COURSES. April 1968, 12 p.
Price: MF $0.25 HC $0.70

The coordinated efforts of a team of educators from the School of Education, Indiana University, and personnel at four schools in the Bloomington metropolitan system to provide teacher aide experiences for elementary education majors as an introduction to the teaching program through classroom observations, work with individual pupils, small-group instruction, and whole-class instruction are reported. The teaching strategies and principles presented in four methods courses were demonstrated, applied, and evaluated in actual elementary classroom situations. The students met with the professors three times a week and spent two full mornings in the elementary classrooms under the guidance of the cooperating teachers. After eight weeks, assignments were shifted to provide students with experiences at the primary and intermediate levels. The program allowed the students to see the limitations of their preservice preparation and enriched their knowledge of teaching strategies and the materials of instruction. Three major defects of the program were recognized--(1) the reduction of student time to prepare for course-work assignments, (2) the discrepancy between classroom practices and principles presented in the methods courses, and (3) situations for which the students were unprepared. Steps to check these weaknesses are being considered. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (NS)

ED 019309 (UD)
PROJECT APEX. A PROGRAM FOR EXCELLENCE IN URBAN TEACHER EDUCATION.
New York, N.Y.: New York Univ., Project Apex, 1965, 9 p.
Price MF $0.25 HC $0.55

This report briefly outlines plans for a New York University project to train 60 Negro, Puerto Rican, and white disadvantaged high school graduates to teach in slum schools and serve as role models for other disadvantaged students. Program participants will be paired, housed, and trained with 60 "Peace-Corps-type" graduate assistants. About 15 hours per week will be spent in work-study activities, such as service in the slum community, and students will participate in summer programs. A specially constructed curriculum will offer students remedial and academic work, and small group seminars and individual tutorials will be scheduled. Small group counseling and guidance and supervision will be available to all students. (LB)

ED 019702 (CG)
THE TRAINING AND UTILIZATION OF CHILD BEHAVIOR CONSULTANTS IN THE SCHOOLS. FINAL REPORT. Board of Cooperative Educational Services.
89 p.
Price: MF $.050 HC $4.55

The purpose of this report is to evaluate the objectives and pre-operational training of a program designed to provide child behavior consultants (CBC) for schools. The evaluation is based on questionnaire data, case studies, and interviews with teachers and students. Whether there were actual personality differences between students who were referred to a CBC and those who were not, and whether the roles of CBC became what they had originally anticipated are also discussed. Chapter I analyzes the original objectives of one program and the pre-operational training for implementation. Refined analysis of the roles played by CBC is contained in Chapter II. Extensive interviews with teachers and students form the basis of Chapter III. Chapter IV describes a study which determined if personality differences were extant between students who were and were not referred to the CBC. Chapter V provides a statement of the functions the CBC felt they provided within the school setting. In Chapter VI, the extent to which program objectives were implemented, the investigator's conclusions, and recommendations are discussed. (IM)

ED 019796 (EC) Wardrop, James L.; and Others.
RESEARCH AND DEVELOPMENT ACTIVITIES IN R/I UNITS OF TWO ELEMENTARY SCHOOLS OF MANITOWOC, WISCONSIN, 1966-1967. Madison, Wis.: Wisconsin Univ., November 1967, 13 p.
Price: MF $0.25 HC $0.75

Activities of Research and Instruction units in two Manitowoc, Wisconsin, elementary schools during the 1966-67 school year are reviewed. Results of two controlled experiments conducted in the units are reported and evaluated. In one study the performance of 82 third grade pupils from one school homogeneously grouped for arithmetic instruction was compared with that of third grade pupils in a class of all ability levels. The three homogeneous groups (high, average, and low ability) and the control group (heterogeneous) were taught with the same text for 16 weeks. Each teacher taught each of the four groups for a period of four weeks. All pupils were tested on three arithmetic tests. Results showed that students of average ability-achievement perform better in homogeneous groups, students of low ability-achievement perform better in heterogeneous groups, and high ability-achievement students perform well under either grouping condition. Individualized and traditional spelling instruction at the fourth grade level were contrasted in the second experiment. Fifty-seven subjects were separated by sex and ranked by spelling ability. One-half of each group served as control and used the traditional curriculum. The experimental group followed a commercially developed individualized program. Spelling lessons were given 15 minutes a day for 15 weeks. The teachers alternated classes every three weeks. Effects of the instructional programs were not significantly different from each other. However, students participating in the experiment gained 2½ times the expected gain on a standardized spelling achievement test. The teachers felt that participation in the experiment provided motivation for the students and probably accounts for the achievement gains. (AA/RS)

ED 020035 (RC) Palmer, Richard J.
TEACHER AIDES UNDER GLASS. March 1968, 3 p.
Price: MF $0.25 HC $0.25

In an attempt to evaluate the effectiveness of teacher aides, a unique project has been undertaken in Grand Forks, North Dakota, involving three experimental schools and 14 teacher aides who perform as many clerical, administrative, and routine classroom duties as possible without actually becoming involved in the process of formal instruction. Three additional schools have been designated for the purpose of comparison throughout the course of the study. During the three year project, teacher aide effectiveness will be evaluated as it relates to improved instruction, the teacher shortage, and the potential use of auxiliary personnel by the classroom teacher. These evaluations will facilitate comparisons with selected schools in Georgia, Florida, and Tennessee, which currently use teacher aides in rural improvement projects. This article appears in The North Dakota Teacher, March, 1968. (DA)

ED 020432 (VT) Kalish, Martin
REPORT OF THE PILOT PROJECT FOR THE TRAINING OF TEACHER AIDES, DETROIT PUBLIC SCHOOLS, SUMMER, 1966. 13 p.
Price: MF $0.25 HC $0.75

As a result of the successful experience in four pilot schools in which approximately 350 aides were employed without the benefit of pre-service orientation or training, a grant was sought and attained from the U. S. Office of Economic Opportunity for a pilot project to train teacher-aides. Forty aides and forty teachers were selected from four pilot schools to participate in the project. Since the feasibility of using aides in clerical, monitorial, and routine tasks was well established, it was decided to investigate the possibility of using aides as subprofessionals, who would perform selected teaching tasks. Teachers identified teaching tasks, that could be performed in total or in part by a training aide. Participants in the project attended lectures, made lesson plans, had a daily in-classroom practicum, evaluated themselves and were observed by consultants. Evidence gathered in the project was the basis of several recommendations for the need for--(1) city-wide standards for employment of aides, (2) specifications of orientation and pretraining, (3) on-going supervision and evaluation, (4) to train teachers to use aides effectively, and (5) general policies concerning tasks aides performed, teacher responsibility for aides, responsibility for discipline and punishment, etc. The forty participating teachers in the pilot project worked out tentative answers to these questions. Briefly, preservice experience is necessary, training must be done by local educators, and they suggested minimum age and educational qualifications for the various categories. Detroit's teacher-aide program has become institutionalized to the point that the release from nonteaching chores now appears as a contract item between the Detroit Board of Education and the Detroit Federation of Teachers. Salaries for aides listed in the document range from $1.25 per hour to $3.50 per hour depending on responsibility and qualifications. Copies of this document are available from Detroit Board of Education, 2322 DuBois, Detroit, Michigan 48207. (FP)

ED 020462 (AC) Gaines, Edith; and Others.
TEACHER ASSISTANT TRAINING PROGRAM, DESCRIPTION OF PROGRAM AND RESULTS AND CURRICULUM GUIDE. FINAL REPORT. Cleveland Ohio: Case Western Reserve Univ.: Cuyahoga County Welfare Department, 1967, 109 p.
Price: MF $0.50 HC $5.55

The Teacher Assistant Training Program was a joint effort by Case Western Reserve University, Cuyahoga County Welfare Department and the Cleveland Board of Education to train 80 welfare clients, in a five month program, as elementary school teacher aides in the Cleveland school system, to enable them to become self-supporting, and to develop and test a training curriculum. The program consisted of 17 hours a week of field work in a classroom and 10-12 hours a week in small group instruction at the University. Trainees were divided into eight groups, each supervised by a core leader, to integrate field and classroom learning and to build morale and self confidence. There was an orientation program for field placement teachers and core leaders. Classroom teachers and core leaders evaluated the trainees. It was recommended that the program be increased to nine months and that special emphasis be placed on health, child care, and counseling services. (Suggested activities for classroom aides, vision tests and eye exercises, and the field placement rating scale are given. The curriculum for art, clerical skills, child development, language arts, social studies, science, and mathematics is outlined. Appendixes include recommended movies, classroom tasks, guidelines for observation, role relationships, and lip and tongue exercises. Document includes seven tables.) (AJ)

ED 020609 (EC) Moncur, John P., editor.
INSTITUTE ON THE UTILIZATION OF SUPPORTIVE PERSONNEL IN SCHOOL SPEECH AND HEARING PROGRAMS (WASHINGTON, D.C., SEPTEMBER 6-8, 1967).
Washington, D.C.: American Speech and Hearing Assn.; College Park, Md.: Maryland Univ., 1967, 81 p.
Price: MF $0.50 HC $4.15

Institute papers treat the utilization of supportive personnel in school speech and hearing programs. A preface presents the Institute's purposes, and an introduction by the editor describes the concerns, attitudes, and conclusions of the Institute participants. The report includes the following ten speeches--"Welcome and Introductory Remarks" by M.C. Fitzgerald, "The Development of Professional Teams in Education and Services for the Handicapped" by J. Gallagher, "New Careers in New Fields" by A. Brody, "Help for the Professional" by L. Goldman, "Education" by D. Davies, "Nursing" by E. Ulrich, "Physical Therapy" by F.S. Linduff, "Counseling" by C. McDaniels, "Our Crisis" by M. Marge, and "Supportive Personnel--Current Legislation" by J.H. Scheuer. An appendix lists the Institute participants. (JD)

ED 020795 (PS) Yeomans, Edward
EDUCATION FOR INITIATIVE AND RESPONSIBILITY, COMMENTS ON A VISIT TO THE SCHOOLS OF LEICESTERSHIRE COUNTY, APRIL 1967. SECOND EDITION.
Boston, Mass.: National Assn of Independent Schools, February 1968.
Document not available from EDRS.

The Leicestershire County (England) educational program provides a learning atmosphere in which each pupil chooses his own activities and works in a given subject area until he is ready to change activities. The school system has dropped the traditional eleven plus examination, designed to select highly able students (about 1/5) for academic programs. Instead, pupil motivation is based on individual involvement. The teacher sees that children have opportunities to try a variety of activities, has programed lessons ready to satisfy the needs of the most advanced pupils, and observes and notes work performance. She selects materials and approaches to learning which she feels are relevant. There is no established formula for the schools, however. There are differences from school to school and even from room to room. Exponents of the Leicestershire program suggest that a major benefit is the student's more positive attitude towards secondary school. Similar methods of individualized teaching may be effective in developing countries as well as in America. Five appendixes include teacher discussions of the integrated day, vertical grouping, observations of an infant school director, suggested reading on the Leicestershire project, and recommended equipment. This monograph is No. 13 in a series of studies initiated by the Committee on Educational Practices of the National Association of Independent Schools. It is available for $1.00 from National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109. (MS)

ED 020800 (PS)
TEAM TEACHING IN ELEMENTARY GRADES. EDUCATIONAL RESEARCH SERVICE.
Washington, D.C.: Educational Research Service, December 1965, 20 p.
Price: MF $0.25

Information on the practice of team teaching in the elementary grades drawn from a survey of school systems having such problems is presented in this circular. Over 400 school systems with enrollments of 12,000 and above were initially surveyed, and the 169 which indicated they used some team teaching were sent questionnaires. The programs of 76 of these systems were felt to meet the definition of team teaching given on the questionnaire. The number of students involved was usually a small fraction (less than 20 percent) of the total enrollment, and the practice was most frequently used in the upper grades (five through eight). The most common team composition was teachers of different subjects at the same grade level. The size of classes was often adjusted according to the subject taught, and most of the schools had special building facilities available. A list of advantages and disadvantages claimed for team teaching is quoted from a recent anthology on elementary school organization. A summary of the questionnaire data is given for each of the 76 systems, together with some of the comments made by the respondents. A selected bibliography of 31 items is included, as is a copy of the questionnaire used in the survey. This document is available for $1.00 from Educational Research Service, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Order Circular No. 9, 1965. (DR)

ED 020802 (PS)
MAKING WAVES, DENVER HEAD START. Denver, Colo.: Denver Opportunity, 7 March 1968, 21 p.
Price: MF $0.25 HC $1.15

This document provides a descriptive survey of Project Head Start activities in Denver, Colorado. The primary educational objectives of the program are cited as (1) concept development through experiences in an enlarged environment, (2) self-concept development through successful interaction with teachers and with peers, and (3) the development of language facility. The roles of teachers and teacher aides and the opportunities for staff self-evaluation and self-improvement are described. Supplementary services available to program participants are enumerated as (1) speech therapy, (2) medical and dental services, (3) psychological services, and (4) social services. A description is provided of the nutrition program which is operated in the 41 Denver Head Start centers. The recruitment of volunteer workers and the important function of volunteers in the overall program are considered. The achievements of the Denver program of parental involvement are enumerated, and a unique camping program for parents is described. The final section of this document is concerned with the future of Head Start in Denver. Three appendixes contain eligibility guidelines for Head Start participation and listings of coordinating staff members and of Denver delegate agencies and program centers. (JS)

ED 020831 (RC) Benner, Ralph; Reyes, Ramiro
CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN. ANNUAL EVALUATION REPORT, FISCAL YEAR ENDING JUNE 30, 1967. Sacramento, Calif.: California State Dept of Education, 1967, 25 p.
Price: MF $0.25 HC $1.35

The fiscal year 1967 California Plan for the Education of Migrant Children included 21 projects reaching 9,671 children. Bilingual teacher aides and college student teacher assistants, many of whom were members of migrant families, were used successfully in the various educational programs. Each educational center in one regional program included day care services, individual study programs, adult education programs, food services, medical services, recreation programs, and inservice training programs. A primary goal of the plan was complete integration of migrant children within the regular classroom. Major problems encountered were language difficulties (85 percent of the migrant children were Mexican or Mexican-American), uncertainty of Federal funding, and the elusiveness and variety of the migrant population. (JEH)

ED 020837 (RC) Fitzpatrick, Mildred
THE CLASSROOM AIDE. New Mexico Western States Small Schools Project, November 1965, 12 p.
Price: MF $0.25 HC $0.70

To relieve the non-instructional burden upon the classroom teacher, the Quemado Public Schools experimented with a teacher aide program, utilizing a single teacher aide in elementary language arts and high school programed mathematics the first year of the project. As a result of the experiment's success, the following school year (1963-1964) classroom aides were employed in each of the four Quemado Public Schools covering all subject matter areas. As a consequence of the increased number of classroom aides employed, it became necessary to define a classroom aide, and outline an aide's qualifications and duties. Use of the classroom aide allowed the teacher more time for individualizing instruction, developing teaching materials, and trial-testing classroom experiments and demonstrations prior to their use. Time for small group instruction became more of a reality because the teacher was freed from such non-instructional duties as collecting money, taking attendance, and marking objective type tests and workbooks. It was suggested that a program of teacher aide preparation be undertaken either by local school systems, or by colleges and universities. (DA)

ED 020848 (RC)
NEW YORK STATE MIGRANT EDUCATION PROGRAM. Albany, N.Y.: State Univ. of N.Y., 1968, 3 p.
Price: MF $0.25 HC $0.25

The New York State Migrant Education Program for fiscal year 1968 is a 7-phase program. For school-age children, summer school programs in communication skills and arithmetic receive top priority. Summer workshops are conducted to prepare teachers to relate more satisfactorily to migrant children. Regional inservice workshops with expert consultants are conducted during the school year. Two phases deal with additional funding to school districts with heavy migrant enrollments in the fall and again in the early spring. An orientation program consisting of preschool classes for diagnostic purposes will permit proper placement of migrant children. A teacher aide program with inservice training workshops is necessary to assist teachers in both summer and regular school term programs. (JEH)

ED 020878 Spache, George D.
CLASSROOM ORGANIZATION FOR READING INSTRUCTION--AN ANNOTATED BIBLIOGRAPHY.
Newark, Del.: International Reading Assn., 1965
Document not available from EDRS.

This annotated bibliography on classroom organization for reading instruction is composed of 112 citations ranging in date from 1948 to 1964. Its divisions include general sources, group dynamics, homogeneous versus heterogeneous, cross-class grouping, nongraded schools and the upgraded primary, programed instruction, team teaching and educational television, pupil teams, language experience approach, individualized reading, descriptive studies, and comparative studies. Listings include journal articles, books, and monographs and are arranged alphabetically according to author within each category. Short introductory remarks by the compiler are included before the divisions. This document is available from the International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 for 50 cents for members, 75 cents for nonmembers. (BS)

ED 020990 (UD)
TEACHING THE DISADVANTAGED. 18 p.
Price: MF $0.25 HC $1.00

Guidelines for teaching and understanding the disadvantaged child are presented in this report. Specifically discussed are the psychological and physical characteristics of the disadvantaged child, motivation and reinforcement techniques, and techniques for instructing pupils in language arts, social science, science, and mathematics. The duties of various members of the school's supportive staff are also described. (LB)

ED 020994 (UD) Spindler, Evelyn B.; and Others.
"PROGRAM AIDES" FOR WORK WITH LOW-INCOME FAMILIES. 1966.
Document not available from EDRS.

This four-part article describes the use of professional and nonprofessional program aides to teach low-income hard-to-reach homemakers how to prepare nutritionally balanced meals using low-cost foods. The program is sponsored by the Federal Extension Service of the U. S. Department of Agriculture. Specifically discussed are the requirements for becoming an aide, a training program for aides, and a series of leaflets, "Food For Thrifty Families," to be used by the low-income homemakers. The Federal food donation and food stamp programs and an Alabama pilot project which uses home economics aides are also described. This article is a reprint from the Journal of the American Dietetic Association, Volume 50, Number 6, p. 478-486, June 1967, and is taken from a symposium presented at the 49th annual meeting of the American Dietetic Association, Boston, October 26, 1966. (LB)

ED 021016 (UD)
A SLUM-AREA SCHOOL FACES ITS PROBLEMS WITH A DIFFERENCE. Nashville, Tenn.: Southern Education Reporting Service, May 1968, 2 p.
Price: MF $0.25 HC $0.20

An elementary school in a slum area serves as a teaching laboratory for education students at Trenton State College (TSC) with financing from Title III of the Elementary and Secondary Education Act. This school-college cooperative program has introduced demonstration teachers, new classroom teachers, teaching aides, a bilingual teacher, and various ancillary personnel to a school whose register is 90 percent Negro and 8 percent Puerto Rican. There has been a noticeable increase in parent participation in school activities and a decrease in vandalism since the inception of the program. TSC is also involved in other programs for the education of the disadvantaged. This article was published in the Southern Education Report, Volume 3, Number 9, May 1968. (NH)

ED 021020 (UD) Searls, Laura G.
INNOVATIVE PROGRAMS IN WESTERN NEW YORK SCHOOLS. Buffalo, N.Y.: Western New York School Study Council, June 1967, 93 p.
Price: MF $0.50 HC $4.75

Reported are 338 new programs and outstanding practices in school districts in Western New York. The brief reports are presented under the rubrics of administration, teacher utilization, elementary education, secondary education, programs at both levels, and special education. It is pointed out that three-quarters of the programs are Federally funded. (NH)

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